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At the end of the first year of study projects for gifted students, 1960-61, persons in charge of each of the projects submitted recommendations for their own and other school districts. Three prime recommendations were made that directly or indirectly deal with the process of education. First, inservice training was stressed. Use of specialized consultants, the establishment of demonstration classes to serve as models, provision for workshops, released time for teacher planning and communication, and action research projects were among the suggestions for improvement of inservice programs. Second, organizational changes were demanded. These included a more flexible curriculum to provide for individual differences, the expansion of counseling and guidance services, giving released time to students for special purposes, and new grouping practices for gifted students. Third, pleas for additional resources such as equipment, supplies, and a regional curriculum center were made.

At the Governor's Conference on Developing the Talents of Illinois Youth, the coordinator of the special study project for gifted children outlined four proposals for developing the program based on the individual school district recommendations. Partial reimbursement to school districts for personnel to serve as consultants and for books and reference materials was the first proposal. A series of demonstration centers in local public schools, a small number of experimental projects to advance knowledge of gifted programs, and a competent state staff to operate these two plans were the final proposals.

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A Preliminary Report of the Special Study

Projects for Gifted Children

Issued by
GEORGE T. WILKINS

SUPERINTENDENT OF PUBLIC INSTRUCTION

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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from the desk of

GEORGE T. WILKINS

I am happy to greet all my fellow-workers in the schools of Illinois and elsewhere as the new school year opens. As we begin the new year, I should like to direct your attention to the events which will take place during 1962-63 as the work of the Special Study Project for Gifted Children is completed.

The Special Study Project for Gifted Children was established as part of the Office of the Superintendent of Public Instruction in 1959. As Governor Kerner points out in his remarks in this issue of the *Illinois Journal of Education,* this study project was established to contribute to the processes of planning and decision making at the state level. The preliminary version of the recommendations of the Special Study Project for Gifted Children is given in the articles by the two project staff members, David M. Jackson and William M. Rogge, entitled, "The Proposed Illinois Plan for Program Development for Gifted Children" and "Outcomes of the Special Study Projects and Implications for the Proposed Illinois Plan." Dr. J Ned Bryan of the U. S. Office of Education poses some significant issues which we face in educating gifted children.

As the work of the Special Study Project for Gifted Children is nearing completion, I should like to cite its operation as an excellent example of effective cooperation between the University of Illinois as the comprehensive state university and the Office of the Superintendent of Public Instruction as an agency of state government. I deeply appreciate the generosity of the College of Education of the University of Illinois in allowing Professor David M. Jackson, Principal of University High School, to serve as coordinator of the Special Study Project. I wish to acknowledge with gratitude the assistance which has been offered the Special Study Project by many departments of the University of Illinois, including the Business Office, the Stenographic Bureau, the Air Charter Service, and the Statistical Service Unit.

I hope Illinois educators and other citizens will find the articles and reports presented here to be of value in the decisions which must be made by the citizens of Illinois through their elected officers and representatives during the coming year.

Sincerely,

George T. Wilkins

Superintendent of Public Instruction

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BASIC INFORMATION about the study projects for 1960-1961 is presented in Table 1. Column 1 of this table indicates the name of the school district or school in which the study project was conducted. Column 2 lists the enrollment category of the district or school. Study projects were conducted in schools in all enrollment categories from enrollments under 100 to enrollments over 5,000. Column 3 lists the topics under study. The grade levels involved in the study are listed in column 4 and the title of the person who had direct charge of the study project is listed in column 5.

TABLE I

ILLINOIS STUDY PROJECTS, 1960-61

1.	Alton	6	Special program for highly able learners from all schools in the district	4-6	Elementary Curriculum Supervisor
2.	Arlington Heights	5	Determination of parental attitudes toward the gifted child program	1-8	Elementary principal; Curriculum Coordinator
3.	Brookfield	4	Teachers marks for gifted and non-gifted pupils	4-6	Superintendent of Schools
4.	Champaign	6	Factors associated with under-achievement and over-achievement; Effect of use of typewriter on creativity	3-5	Director of Special Education
5.	Chicago	6	Elementary school program evaluation; Evaluation of curriculum material for gifted	K-12	Assistant Superintendent in Charge of Curriculum
6.	DeKalb County[2]	6	Enrichment materials for classroom teachers; Curiosity; Achievement expectations: effect of combined grades on achievement; Creativity	K-6	University Professor; Consultant
7.	Edwardsville	5	Initiation of program through use of consultant and teachers	K-6	Consultant for Gifted Children
8.	Galesburg	6	Improvement of teacher identification procedures	1-8	Consultant for Gifted Children
9.	Homewood-Flossmoor	4	Procedures in marking and reporting as related to college admissions, placement, and scholarship considerations	9-12	Director of Guidance
10.	Jacksonville	5	Functioning and contributions of consultants	K-12	Director of Special Services
11.	Joliet	6	Individual projects in language arts	8	Superintendent of Schools
12.	Lakeview H.S. Decatur	6	Accelerated and enriched program combination	7-12	High School Principal
13.	Metcalf School, Ill. State Normal	3	Evaluation of extra-work classes in science, mathematics and social science	7-8	Associate Director of Laboratory School
14.	Morris	4	Evaluation of sub-grouping within classes		Superintendent of Schools
15.	J. Sterling Morton H.S., Cicero	6	Evaluation of program adaptations	9-12	Coordinator of Curriculum

TABLE I—(Continued, Page 8)

	Location	Enrollment Category of District(s)[1]	Topic(s)	Grade Levels	Title of Director of Study
16.	Quincy	6	Role of administrator of programs for the gifted; Diagnosis of gifted under-achiever in elementary school; Role of the teacher and role of the consultant to teachers	K-12	Director of Academically Talented and Gifted Child Program
17.	Southern Illinois University	6	Effects of consultants on stimulating programs within a county	K-12	University Professors
18.	South Suburban Public School Cooperative Assoc. of Cook County	6	Workshops for teachers in science and language arts	4-6	Superintendent of Administrative District of Joint Agreement and Director of Special Education
19.	Urbana	5	Introduction of formal reading program in kindergarten	K	Director of Instruction
20.	W. Leyden H.S., Northlake	5	Group counseling and study of under-achievers	9-12	Guidance Counselor
Staff Studies					
21.	Field Study		Comparison of teaching methods in classes where children are grouped by various criteria	K-12	Research Consultant
22.	Library Materials Study		A study of the use of contemporary, non-Western fiction at various grade levels	5-12	Research Consultant

[1] Enrollment Categories:
1. Under 100
2. 100-399
3. 400-999
4. 1000-2499
5. 2500-4999
6. 5000 and over

[2] A number of districts in all enrollment categories, including the smallest (enrollment under 100) are included.

TABLE I—(Concluded)

SUMMARY OF RECOMMENDATIONS OF PROJECT DIRECTORS FOR SCHOOL DISTRICTS

Persons in charge of each of the projects submitted recommendations for their own and other school districts. A summary of these recommendations, growing out of the study projects and of broader experience with programs for talented and gifted children, is presented below.

The numbers in parentheses which accompany a particular recommendation indicate those project reports that have more pointed remarks about that particular aspect of a possible program for a school district. The project numbers are those used in Table I above. Some of the reports are quoted directly. All of the reports have implicit support for other aspects of the summarized recommendations, even though not every specific reference is cited.

Three prime recommendations are made, that directly or indirectly deal with the *process* of education, though few reports deal with goals or desired outcomes of such process changes. Perhaps it is implicit that such goals are to be the responsibility of the individual districts. *In-service training* is stressed, pleas for additional *resources* are made, and *organizational changes* are demanded. There seldom is a clear division among these three aspects. Any recommended program would involve all of these. Consequently, the categorization below is somewhat arbitrary.

1. GOALS FOR LOCAL PROGRAMS

   a. *Provide for individual differences;* have a "flexible" curriculum. (12, 13, 18, 20)

   b. *Establish on-going evaluation.* (4, 6, 11)
   There must be on-going evaluation requiring ". . . the skills of trained guidance counselors, curriculum consultants, and in-service training programs."

   c. *Change teacher attitudes and behavior* (3, 12, 13, 17, 20)
   "Ungraded classes and adaptable arrangements for making use of specially trained teachers are seen as more appropriate for developing creative potentials . . . than are repetitious drill and sequential grade presentation of materials and concepts."

   d. *Work with new kinds of objectives,* especially for certain groups, as the creative and the bright but non-productive. (4, 6, 16, 20)
   "None of these (non-productive students) respond well to exhortation to work . . . Many have little if any notion what a teacher is or what a student is."

2. IN-SERVICE TRAINING

   "School staffs need far more training and assistance in identifying gifted children than one would expect."
   "At the present time it is almost impossible to locate trained personnel in the area of the gifted to conduct workshops to give in-service training to teachers."
   ". . . a pre-planned in-service program should be a part of the commitment . . ." when a district seeks outside help for its program.
   ". . . the personal qualifications may outweigh other important considerations such as degree or type of professional training, instructional methods or materials of instruction. Given these personal qualities the effectiveness of the teacher may be augmented by provision for attending workshops, seminars, in-service training programs and formal courses . . ."

   a. *Use consultants* who give demonstrations, consult with teachers, and help others to do testing, make case studies, and give special teaching. (4, 7, 16, 17, 18)
   "Workshop training will be most effective when a consultant is employed to work with teachers to follow-up on this training."

   b. *Provide workshops* where teachers and others may gain information, obtain practice in new approaches, and watch demonstrations. (7, 13, 18)
   Further study is needed with ". . . teaching method, teaching procedures, teacher attitude, and the most effective use of consultant time to effect a change in teaching behavior."
   In building programs for the gifted, ". . the teacher is more important than the organizational structure."

   c. *Establish demonstration classes* to serve as models. (7, 18)

   d. *Give released time* to teachers for planning, practice, review, and internal communication. (10, 12)

e. *Carry on "action research" projects* which also serve as training. (4, 5, 6, 16)

"It can be said that the use of the questionnaires has been an excellent means of involving teachers in the study, use, and discussion of materials and has been an excellent means of in-service education."

3. ADMINISTRATIVE ARRANGEMENTS—STAFF

a. *Establish group planning* procedures, as teacher committees, for study and action. (1, 8, 16, 17)

"Any new program . . . needs to be planned cooperatively and understood adequately by all school personnel."

b. *Employ specialists* as *consultants, psychologists* and *special teachers.* (6, 7, 8, 10, 16, 17, 18)

"The personal and professional qualifications and competencies of the consultant should receive major consideration . . ."

c. *Expand counseling and guidance services,* especially for early identification, individual work, and emotional problems. (4, 9, 10, 16, 17, 19)

The districts must encourage ". . . employment of guidance counselors at the elementary school level . . ." to identify, analyze, and meet the needs of slow learners, emotionally disturbed children, and the gifted.

d. *Establish a distinct organizational structure,* with an administrator to execute the program. (11, 16, 18)

A district should ". . . establish a position of highly trained staff member to have the responsibility of this program."

A specialist is needed to "initiate and coordinate" provisions for gifted children.

e. *Departmentalize* in elementary and junior high school. (13)

4. ADMINISTRATIVE ARRANGEMENTS—STUDENTS

a. *Group students* for various purposes: (4, 8, 11, 13, 14, 15, 19)
(1) Sub-groups or cluster groups within a class, as for reading.
(2) Special classes, on the student's time.
(3) Accelerated content, so that advanced work can be given.

"When a group of academically talented students receive special attention designed to challenge them academically, the net result is acceleration, whether planned or not. Add to this planned acceleration, then the regular sequence soon becomes inadequate."

b. *Give released time* to students for special purposes. (11)

5. RESOURCES (other than specialized staff, but often through such staff.)

". . . possibly, learning experiences for teachers cost much more money than has been put into them in the past and more must be done if significant results are expected."

"Adequate equipment and supplies are essential to conduct and evaluate experiments in the areas of science."

a. Equipment and supplies. (1, 4, 6, 12, 13, 17, 18)
b. Regional curriculum centers, as for a whole county. (6)

SUMMARY OF RECOMMENDATIONS FOR STATE ACTION

LEGISLATIVE INTENT

The intent of House Bill 58, under which the Special Study Project was established, and House Bill 929, under which the Special Study Project was extended, is to secure data, information and recommendations to assist the General Assembly to determine (1) whether permanent legislation to assist districts in providing for gifted children is needed and desired; (2) the nature of such proposed legislation (if desired); (3) whether state funds should be appropriated for implementing such educational programs; (4) a proposed plan for determining and allocating such funds (if desired); and (5) how a state-wide plan might be developed of value to districts of various sizes with flexibility to meet different educational and socio-economic patterns.

Thus the recommendations of the study projects for state action assumed central importance in the work of the Special Study Project. The major themes which occur in the recommendations for state action are:

1. *The need for specified local commitments.* If state funds are to be appropriated to support programs for gifted children in local schools, local commitments to support these programs must be specified.

2. *The need for state reimbursement for personnel.* State reimbursement should be provided for specialized personnel to serve as (1) consultants, (2) special program administrators or supervisors, (3) psychological examiners, and (4) specially trained teachers.

3. *The need for instructional materials and equipment.* Books, reference materials, audio-visual equipment and curriculum materials of several types are required for special programs.

4. *The need for training of various types.* Workshops for teachers, training for those who can lead in-service workshops for teachers, programs to obtain more uniformity and understanding of grades assigned by teachers, procedures for involving parents, state and area meetings for administrators were all recommneded.

5. *The need for a state staff to provide consultative services.* Particular needs for help with program evaluation, research design and procedures, assessment of parental and community attitudes were cited.

6. *The need for flexible and realistic state provisions related to age of entrance to first grade.*

7. *The need for further study and research.* More than twenty topics for research were suggested, indicating a need for state assistance for the continued study of significant problems related to the education of gifted children.

PERSONNEL

The recommendations concerning personnel to serve as consultants, administrators or supervisors, psychological examiners and teachers are presented in some detail in the section which follows.

Four study projects gave particular attention to studying the role of the consultant in programs for gifted children. The recommendations of two of the studies of this topic, those conducted by Southern Illinois University and the Quincy Schools, are quoted below. The studies of this topic in Edwardsville and Jacksonville were continued in 1961-62.

The purpose of the study conducted by Southern Illinois University, in which the services of University consultants were provided, was to determine the extent to which interest, concern and action to improve the identification and educational provisions for gifted pupils could be developed in the schools of a county. Two general recommendations concerning state reimbursement for consultants are as follows:

a. It is recommended that in counties having a number of small school systems, reimbursement procedures be developed so that the county superintendent can employ an individual who can help school systems with their programs. This individual should be able to help plan the giving and the use of group tests, be able to give individual intelligence tests, be able to carefully evaluate the education status of each student and help teachers with the curriculum planning for exceptional students and to be able to help school systems carry out in-service programs dealing with child study. This recommendation is based upon the fact that it was apparent in working with the smaller school systems who had no such specialized personnel that their testing programs were incomplete, inadequate and inaccurate.

b. It is recommended that reimbursement from the state level be made available for consultants and/or teachers who will be working with programs for the gifted on either the school district level or the county level.

This recommendation is based upon the fact that if school systems do not have someone who can assume the responsibility for developmental work in this field, it will, in all probability, be neglected. Our experience indicates that the development of concern on the part of teachers and administrators in this area is quite difficult and it is apparent that the old cliche of the "squeaking wheel gets the grease" was true here, and there are so many other wheels "squeaking" so much louder that it is easy to neglect this special and unique need.

The findings of the Quincy study project with respect to the role of the consultant in the elementary schools in a city school system with more than 7,000 pupils, as reported by Charles Matthews, are as follows:

Much has been said concerning the efficacy of the role of a consultant to classroom teachers in programs which attempt to provide for the gifted child while in the regular classroom through the various media of differentiated assignments, extra assignments, special study projects, utilization of interests of the gifted child, provision of special materials and additional books, and the promotion of increased psychological and educational understanding of the child with superior mental abilities. During this study project an attempt was made to provide additional materials for teachers to use in teaching individual gifted children and despite the limitations of time and the wide area of responsibility mentioned in the section on procedures considerable numbers of teachers consulted with the Director of the Study Project on the enrichment of their classroom program for individual gifted children. The stated

tentative conclusions are held as a result of this experience. It is a fact that all teachers cannot do an adequate job of providing for gifted children in the regular classroom without outside help. The materials, time for planning, knowledge concerning the learning deviation, and programming flexibility is simply not present in any appreciable degree in many classrooms. This is particularly true with regard to those children who are markedly deviant from the average and fall in the upper one to three per cent of the population and may be advanced in learning beyond their grade level. The assumption is made that what is not done in the normal situation can be done if adequate consultative service and materials are made available. The experience gained in this study project throws some doubt upon this assumption. It is necessary to separate what can be done through the agency of consultant services and what perhaps cannot be done so that those school systems that prefer to leave the gifted child in the regularly organized classroom may be aware to a greater extent of the nature of realistic goals.

Consultants could in most cases:

1. Provide in-service training aimed at better understanding of the learning characteristics and needs of gifted children in the classroom. This can be accomplished through consultation about individual children and small groups of children and through contact with the teacher in learning groups such as workshops and faculty conferences.

2. They can provide materials appropriate for extra or differentiated assignments for individual children. They can consult on the procurement of books and extra materials appropriate to most gifted children.

3. Consultants can consult with teachers and curriculum study groups about aspects of the regular instructional program that may impinge upon the maximal learning environment and good mental health of the gifted child.

It seems to this writer that consultants cannot in most cases:

1. Provide a sequential year by year learning program appropriate for the child with superior mental abilities (especially those in the upper five per cent of the normal population) through consultative services rendered to teachers with regard to gifted children in the regular instructional program.

2. Consultants probably cannot, even with maximum possibility for consultant service, effectively challenge students with extreme degrees of giftedness (such as the upper one to two per cent or those in the upper ten per cent with special learning interests and prior achievements). Many regular class activities are inescapable for all students in the class and the average classroom does not provide sufficient organizational flexibility to permit appropriate modifications in the learning environment for especially gifted children.

The above estimates of what the consultant can and cannot do are based upon the projection of ideal conditions and personnel as consultants who have had wide experience teaching children with special gifts and who are capable of modifying the teaching of teachers in mutually acceptable ways. These

persons who act as consultants also must be capable of maintaining their knowledge of the gifted and the instructional possibilities even though not actively engaged in teaching over a period of several years.

The above considerations lead to the following recommendations with regard to consultants for the gifted who work with teachers:

1. Consultants should be at least part time teachers of groups of gifted children in areas which supplement the regular program.
2. Most children with mental abilities in the upper five per cent of the normal population need some opportunity for experiences where the whole group is working toward goals according to their abilities.
3. A consultant can provide effective service to a relatively small group of teachers. The number of teachers that could be served effectively by one consultant would vary considerably with the type of program carried on, however, if program modifications are planned for individual children within the regular classroom, one consultant to twenty-five to fifty teachers would seem realistic. However, the consultant's job would probably not be made more difficult nor would the load need to be reduced if he or she taught some groups of gifted children in special class situations.

Three organizational plans could be utilized to effectively employ part time consultants as teachers of the gifted. These merely constitute suggestions which have occurred as possibilities during the course of the study project and are only representative of the wide range of possible plans.

1. The consultant could be used as a teacher of classes in a central location for selected students at the end of the school day. A subject matter specialist in subjects such as science and mathematics for which students are highly motivated would seem appropriate for such a role.
2. The consultant could be used as an itinerant teacher of groups of gifted children in individual buildings. Consultant service could be provided incident to visiting the buildings for the scheduled classes.
3. Consultants could serve as part time librarians, teach small groups of gifted children, and provide consultant services to teachers in a single elementary building.

The need for a person to be responsible for the special program was described in several project reports. The report of one of the county projects recommended that each school district should have one or more persons to initiate and coordinate provisions for gifted children. Another report recommended that a highly trained person be responsible for the total program for gifted children.

In the Quincy project, the role of the administrator was described as follows:

Programs for gifted children in cities near the size of Quincy and larger must employ several persons working either partly or exclusively with gifted children in the roles of teacher, consultant, psychometrist, psychologist, etc., if a program worthy of the name is to be carried on. While planning for programming in this area is a staff assignment and the service functions necessary to maintain such a program are similar in type to those necessary for the general instructional program, it seems difficult to expand the general adminis-

trative and staff organization to this program and still provide the definitive emphasis it needs to maintain its special character. It is a special program and this might well fit under the definition of Special Services in the State of Illinois, however, most types of programs for the gifted that might be envisaged are much broader in scope than any of the other programs in Special Services and require administrative guidance to a greater degree than do most special service programs. Gifted programs need to be coordinated through all administrative levels and are, in most cities of this size, integrated at many points with the regular instructional program. Identification of gifted children, unlike many other deviations from the normal, must be made at several levels and with particular regard for the type and extent of program offered. Therefore, since an adequate program for the gifted in schools with seven thousand plus pupils need to employ several persons involved in identifying, teaching, and providing services to the program, since the program involves planning and coordination of instructional services through all levels of the administrative structure, and because almost all approaches to programming in this area are experimental and in need of further evaluation, the employment of a full or part time administrator seems mandatory. The main functions of such an administrator should be to:

1. Provide administrative support and continuous program evaluation for those persons working as teachers of the gifted, consultants to regular classroom teachers, and in identifying children with special gifts.
2. Plan with building and central school administrators for the specific implementation and coordination of a program for a particular group of children identified at all levels and with balance in subject matter emphases.
3. Guide the selection of materials to be used in the program and handle all procurement of special instructional materials for the program.
4. Develop and implement procedures for disseminating information to and working with parents of children identified for the program.
5. Coordinate the efforts of all other special school services, i.e., guidance services, psychological services, services for the handicapped, and maintain a central clearinghouse for case history material on children selected for the program.
6. Continually evaluate the curriculum and initiate curriculum improvement with regard to the gifted program.

These functions of the administrator of programs for gifted children have been outlined with particular regard for the Quincy Public School Program in 1961-62. However, considering the wide range of types of efforts included within the Quincy Program and the possibilities which seem to be practically open to a school system of this size, these functions would seem to form a job description for almost any school system attempting to program at all grade levels.

There was general agreement in the project reports on the need for psychological services in identifying children for particular programs. This need is stated in one of the Champaign reports as follows:

There must be provisions for identification of intellectually gifted pupils, hopefully at the first grade level or ideally before school entrance. This will necessitate individual psycho-educational studies. This requires an adequate staff of psychologists. An obvious conclusion is that public school systems should have enabling funds for the employment of qualified psychologists.

While a number of the reports indicated a need for specially trained teachers for particular programs, other reports emphasized the need for teacher time for such activities as (1) selection of appropriate content, (2) more individual attention to the problems of able learners, and (3) careful evaluation of the outcomes of special programs and provisions.

SPEECH CORRECTION PROGRAM OFFERED BY WESTERN ILLINOIS UNIVERSITY

It has come to the attention of the Office of the Superintendent of Public Instruction that many public school administrators do not know of the "Speech Correction Program" offered by the Western Illinois University and are advising their students that special education scholarships are not available at Western.

The Office of Public Instruction takes this means of correcting this misconception and to advise all public school administrators that special education scholarships *are available* for students in the Speech Department at Western.

THE CONTINENTAL CLASSROOM will be on the air again this year starting September 24 with Atomic Age Physics and American Government. The Physics course will be televised from 6 to 6:30 A.M. daily and the American Government course from 6:30 to 7 A.M. More than 200 colleges and universities all over America are offering credit for these courses. Usually this is 3 semester hours. Anyone wishing to enroll should contact the college of their choice for further information or Dr. John J. Kelly, c/o NBC, 30 Rockefeller Plaza, New York 20, New York.

APPOINTMENTS

The following named persons are comparatively recent appointments in the Office of the Superintendent of Public Instruction:

DR. DON B. MATTHEWS, Supervisor, Teacher Education.
DR. ARLEY F. GILLETT, Supervisor, Physical Well-Being.
MR. TOM JANEWAY, Consultant, Health Education.
MR. VERNON FRAZEE, Director, Special Education.
MISS CAROLINE AUSTIN, Consultant, Eye Health.

Study Projects Underway
in 1961-1962

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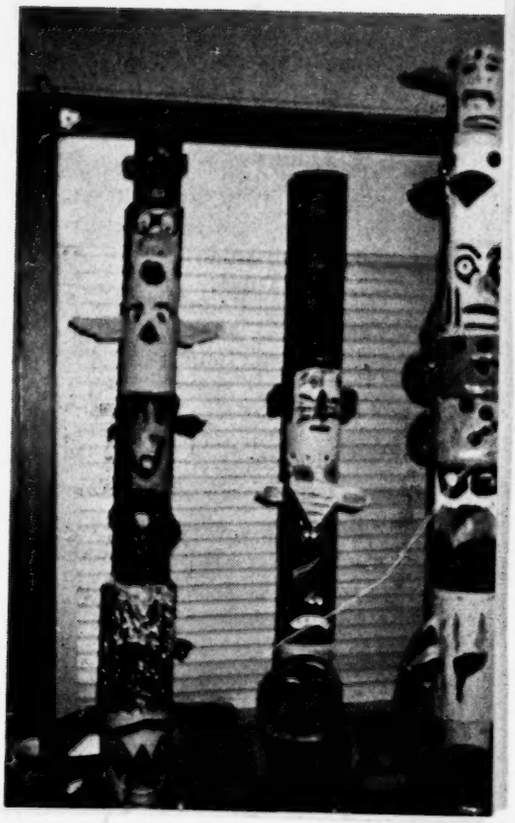
Art Projects of Gifted Children

Westview School, Champaign



THE STUDY PROJECTS carried on in 1961-1962 the second year of state support for such projects are given in Table 2. Reports of the results of these study projects were received in July, 1962. These reports are being used as are the reports which came from the 1960-1961 study projects in preparing the final report of the Special Study Project for Gifted Children to be submitted on December 1, 1962.

TABLE II

ILLINOIS STUDY PROJECTS, 1961-62

	Location	Enrollment Category of District(s)[1]	Topic(s)	Grade Levels	Title of Director of Study
1.	Champaign	6	Relative effect of two organizational plans on the personality, creativity, parental and peer acceptance and achievement of under-achievers.	2-5	Director of Special Education
2.	Chicago	6	Methods of fostering creativity.	5 & 7	Director of the Gifted Study Project
3.	Decatur	6	Procedures of in-service training for teachers.	7-12	High School Principal
4.	DeKalb County —Northern Illinois University	1-6	Completion of three previous studies (achievement expectations for children in grades 4-6, effects of combined grades on achievement, and relation of creativity, IQ and achievement of fifth graders); differential learning processes of gifted and average children; relation of curiosity and IQ.	1-7	University Professor
5.	Edwardsville	5	In-service training for teachers.	K-6	Consultant for Gifted Children
6.	Evanston	6	Early Identification and treatment of under-achievers.	1 & 2	Director of Research
7.	Jacksonville	6	Functioning and contribution of consultants; workshop on creative thinking.	1-8	Director of Special Services
8.	Joliet	6	Comparison of three types of small group experience.	7-8	Superintendent of Schools
9.	Quincy	6	Effects of group therapy on under-achievers.	4-6	Director of Academically Talented and Gifted Program
10.	South Suburban Public School Cooperative Assoc. of Cook County	2-6	In-service training for teachers.	4-6	Superintendent of Administrative District of Joint Agreement and Director of Special Education
11.	Sterling	6	Collection of case study materials for children of minority groups.	1-6	Social Worker
12.	Urbana	6	Efficiency and effectiveness of group techniques for identification at the kindergarten level.	K	Director of Instruction
13.	Urbana-University High School	2	Follow-up study to compare students who were accelerated with those who were not accelerated.		Director of Guidance

TABLE II—(Continued, Page 21)

Staff Study

14.	Decatur, Edwardsville, Morris, Park Forest	5-6	Analysis of grading procedures; in-service training for teachers.	1-12	Research Consultant

[1] Enrollment Categories:
1. Under 100
2. 100-399
3. 400-999
4. 1000-2499
5. 2500-4999
6. 5000 and over

EDUCATIONAL MEETINGS

ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS, Wagon Wheel, Rockton, October 21-23.

ILLINOIS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, University of Illinois, Urbana, October 1-3.

ILLINOIS ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION ANNUAL FALL CONFERENCE, St. Nicholas Hotel, Springfield, October 4-6.

ILLINOIS JUNIOR HIGH SCHOOL PRINCIPALS ASSOCIATION, University of Illinois, Urbana, October 1-3.

ILLINOIS ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT FALL WORKSHOP, Urbana Motel, September 28-29.

ILLINOIS ASSOCIATION OF JUNIOR COLLEGES ANNUAL CONFERENCE, Sheraton-Chicago Hotel, October 7-9.

AMERICAN SCHOOL FOOD SERVICE ASSOCIATION, Cleveland, Ohio, October 21-25.

THE ILLINOIS GUIDANCE AND PERSONNEL ASSOCIATION will hold its annual conference on October 5 and 6 at the University of Illinois. Guidance personnel, teachers, administrators, allied agencies staff are encouraged to attend. Dr. Fred C. Proff, University of Illinois, is President and Tressie Masocco, West Senior High School, Rockford, is program chairman.

We have two "Greats" as speakers — Dr. E. G. Williamson of the University of Minnesota and Dr. John W. M. Rothney of the University of Wisconsin. There will be six big meetings on Friday afternoon and twenty sectional meetings on Saturday morning.

THE ILLINOIS ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION will hold its tenth Annual State Convention at the Hotel Pere Marquette, Peoria, Illinois on November 15, 16, 17, 1962.

Health Education for junior and senior high schools, Physical Education for elementary, junior and senior high schools and colleges, Aquatics, Safety Education, Recreation Programs for all ages, Camping and Outdoor Education are some of the areas planning discussion meetings and demonstrations. In addition, programs are being planned for the areas of Dance, Sports, Research, Therapeutics and Driver Education. The banquet speaker will be Miss Dorothy Ainsworth of the American Association for Health, Physical Education and Recreation, Headquarters Staff who will speak on the topic "The International Scene in Physical Education."

THE GOVERNOR'S CONFERENCES ON DEVELOPING THE TALENTS OF ILLINOIS YOUTH

THE GOVERNOR'S Conferences on Developing the Talents of Illinois Youth were called by Governor Otto Kerner in cooperation with Superintendent George T. Wilkins for two related purposes.

1. To present the preliminary tentative proposals growing out of the work of the Special Study Project for Gifted Children to representative leaders of a wide variety of groups of Illinois citizens.
2. To provide opportunity for critical reaction and discussion of the proposals by representative, responsible leaders.

The keynote address as presented by Governor Otto Kerner and Lieutenant-Governor Samuel Shapiro appears as the next article in this issue of the *Illinois Journal of Education.*

The Honorable Paul Powell, Speaker of the Illinois House of Representatives, served as host to the Springfield Conference. The host institutions and other basic information about each of the Conferences are listed in Table X.

TABLE X—GOVERNOR'S CONFERENCES

Date	Host Institution	Keynote Speaker	Attendance	Participating Counties		
May 8	University of Chicago	Governor Otto Kerner	420	Cook DuPage Grundy Kane	Kankakee Kendall Lake LaSalle	McHenry Will
May 9	Southern Illinois University	Lieutenant-Governor Samuel Shapiro	235	Alexander Bond Clay Clinton Edwards Franklin Gallatin Hamilton Hardin Jackson	Jefferson Johnson Lawrence Madison Marion Massac Monroe Perry Pope Pulaski	Randolph Richland Saline St. Clair Union Wabash Washington Wayne White Williamson
May 11	Officials and Agencies of State Government	Governor Otto Kerner	265	Adams Brown Cass Calhoun DeWitt Ford Fulton Greene	Iroquois Jersey Livingston Logan Macoupin Mason McLean Menard	Morgan Pike Sangamon Schuyler Scott Tazewell Woodford
May 14	Eastern Illinois University	Lieutenant-Governor Samuel Shapiro	190	Champaign Christian Clark Coles Crawford Cumberland	Douglas Edgar Effingham Fayette Jasper Macon	Montgomery Moultrie Piatt Shelby Vermilion

May 16	Rock Island Public Schools	Lieutenant-Governor Samuel Shapiro	190	Boone Bureau Carroll DeKalb Hancock Henderson Henry Jo Daviess	Knox Lee Marshall McDonough Mercer Ogle Peoria Putnam	Rock Island Stark Stephenson Warren Whiteside Winnebago

Total attendance at the Conferences was 1,300 or approximately 53% of those who received invitations. The number and variety of groups represented included:

The General Assembly of the State of Illinois
Agricultural Groups
Attorneys
Building Contractors
Chambers of Commerce
College and University Presidents, Deans, Faculty Members, Alumni Groups
Civic Organizations
Dental Groups
Educators, including Staff Members of the Office of the Superintendent of Public Instruction; County Superintendents of Schools, other Administrators, Guidance Specialists, Teachers (of several subjects)
Labor Unions
Manufacturing Industries
Medical Groups
Nurses Groups
Parent-Teacher Associations
Press, Radio and Television
Religious Groups
Retail Businesses
School Boards
Social Service Organizations

A summary of the reactions of the participants is presented below, pages 67-68.

REMARKS OF GOVERNOR OTTO KERNER

THESE CONFERENCES have been called in cooperation with Superintendent Wilkins because our state faces awesome problems and similarly striking opportunities in the field of education.

At a time when a growing school enrollment poses severe problems of providing enough well-trained teachers, adequate classroom space and supporting services, we have become aware of a great educational need that goes far beyond mere quantity — one that goes to the very heart of all education — to its quality.

No longer can we be content with traditional conventional approaches which fail to take into account the knowledge that is essential in our contemporary world — approaches that neglect changes in teaching methods, that fail to use new tools of education, such as programmed materials, televised lessons, broader use of motion pictures, and instructional techniques involving independent study and discovery methods of learning.

The educational problems facing Illinois and our nation include the alarming loss of talent from early high school dropouts. This sets off a chain reaction which makes suitable employment opportunities in a technological world virtually nonexistent and triggers the extension of delinquent patterns of behavior.

In addition, our problems include extending educational opportunities to mentally and physically handicapped youth and facing the problems, both rural and urban in character, of socially and economically underprivileged youth.

Unless the schools and society in general attend to these problems, we can expect the cost of public welfare programs, expanding law enforcement and penal operations to increase further.

We can reduce this rate of attrition in drop-outs and cut the cost of programs that treat the symptoms of these failings by a program that gives more systematic and organized attention to youngsters with above average talents in intellectual and aesthetic endeavors. There is no question. that residents of Illinois recognize the great importance of this problem.

In the White House Conferences on Education, more Illinois counties reported concern for the education of gifted children than any other single problem. And a study just reported by the research division of the National Education Association indicates similar concern on the part of teachers.

A carefully selected sample of our nation's 1.4 million teachers were asked the following question: "In your opinion, does the school in which you teach tend to underemphasize appropriate education for any of three groups of children: The gifted, the average and the slow learners?" Almost half of the teachers believed the underemphasis was on the gifted.

As citizens we must give careful consideration to the problems and issues of educating gifted children. The conferences have been designed to do this. Following my remarks, proposals which have grown out of studies in Illinois and elsewhere will be described. I have asked you as representative, responsible leaders to consider and react critically to these proposals. The purpose of these conferences is not to present predigested conclusions or a prepackaged solution to this profound problem.

In our closing general session we will have the privilege of hearing Dr. Ned Bryan whose experience in this field is unique. He has served as director of the National Education Association project on the academically talented, and as director of the North Central Association's superior and talented student project. At present, as a staff member of the United States Commissioner of Education, he is a specialist on the gifted and talented.

Before considering our programs for the gifted children perhaps we should briefly trace the constitutional mandate for public education. The state's authority and responsibility come from the state constitution which states: "The General Assembly shall provide a thorough and efficient system of free schools whereby all children of this state may receive a good common school education."

"All children" includes all levels of mental ability from the mentally handicapped to those approaching the genius level. In meeting these needs we require a range of training from custodial institutions to those which challenge all the educational experiences of a great university.

In a bulletin, "Education for the Gifted Pupils in Illinois," issued by Superintendent Wilkins, the measurable qualities of sub-groups of gifted individuals were indicated. Among these were: 1) general intelligence and 2) aptitudes or special abilities. These would include for example, superior performance in mathematics, language, social skills, or various forms of artistic expression.

Within these categories there are degrees of variation moving upward from the average in two broad categories. The first is the moderately gifted in general intelligence or specific aptitude. This group usually includes the top 15 to 20 per cent in the general distribution of human abilities. The second level is the highly gifted — usually including the top one, two or three per cent of general or specific ability scales. Some authorities also include a third level, the highly gifted, in the top one or two-tenths of one per cent of the general distribution.

Authorities caution us that this scale merely represents the best we can achieve today with the measuring instruments

and concepts of abilities now available. Perhaps our ideas of giftedness may be altered as new studies of creativity and the relationship of measured abilities to achievement in art, architecture, music, scientific inquiry and other fields are made.

At this point Illinois has been most fortunate in the efforts and careful study of our gifted children. Only two other states among the 50 approach us in this regard. I hope as study and planning come to an end, the action that follows will be so decisive that Illinois will be recognized as the very best state in which a gifted child may be born and raised.

In the past there has been a striking contrast between programs for the mentally and physically handicapped and those for our gifted children. As an example of this, during the 1960-61 school year, a well organized and comprehensive program of special education enrolled 118,646 pupils in Illinois schools. The program includes several types of exceptional children and receives a biennial appropriation of more than 16 million dollars.

It was not until shortly before the Seventy-First General Assembly in 1959, that the Illinois School Problems Commission held hearings to examine proposals for our gifted children. Following these hearings the commission recommended the establishment of a special study project. The major purpose of the project is to secure data, information and recommendations to assist the General Assembly to determine the following questions:

—Whether permanent legislation to assist school districts in providing for gifted children is needed and desired.

—The nature of such legislation.

—Whether state funds should be appropriated for implementing such programs.

—A plan to determine and allocate such funds, and

—How a flexible state-wide plan might be developed to meet different education and socio-economic patterns of our school districts.

As soon as this legislation was approved, Superintendent Wilkins appointed an advisory committee of specially qualified educators. There were two actions the committee took during the first year that are especially noteworthy.

They realized they were not the first group to consider more adequate educational provisions for the gifted. Therefore, they asked a competent scholar to prepare an analysis of previous research in the field with particular reference to recommendations for state action.

This report, "Analysis of Research on the Education of Gifted Children," by Dr. J. J. Gallagher, has been used widely in Illinois schools. It has been described by one authority as the finest work of its type in existence and we have had requests for copies from many other states.

A second action of the advisory committee was a questionnaire and interview survey of programs and provisions for the gifted in Illinois schools. This was done from November 1959 through February 1960. The picture the committee received from this survey indicates strong interest in the problems of educating gifted children.

Mentioned repeatedly as factors blocking further progress in this area were an extreme shortage of specially trained teachers plus other specialized personnel to serve in supervisory positions. Also mentioned frequently was the lack of adequate psychological services for identifying pupils with special needs. And the need for additional funds to employ such personnel was also cited.

In summarizing the results, Dr. David Jackson said: "It may be assumed that an organized program to meet the needs of the academically talented, gifted and highly gifted would include:

—Definite curriculum adaptations and adequate teacher competencies;

—Specific identification procedures and adequate psychological services to support them; and

—Designation of a qualified administrator or supervisor to direct and coordinate the program.

Professor Jackson said the survey results indicated only a very small percentage of Illinois school districts, probably fewer than two per cent, have an organized program for the pupils in these three categories.

This is not to say that nothing is being done for the gifted. There are honors programs, special interest classes, and testing programs which help identify gifted pupils in a considerable number of school districts, particularly the larger ones. The survey results do mean, however, that there is considerable room for improvement.

Imagination is an essential ingredient to create adequate educational programs for developing the talents of our youth. Diversity, as well as quality, also is required. Too often quality has been made synonymous with uniform standards or high, but narrow, standards. Our expectations of our talented youth must be broader than just academic achievement; we must show our own wisdom of the future.

This kind of imaginative diversity has been shown by schools cooperating with the state's special study project for gifted children. Most of these cooperating schools already had programs for talented and gifted children before the study project began.

The funds of the study allowed the programs to cut a little more deeply, allowed a more rigorous evaluation and permitted a closer financial and social examination of their actions.

One of the significant insights gained by the special study project is evidence that there already exist in some of our schools the seeds and the soil for effective programs of talent development. Now if we can find ways to nurture these ideas in all of our schools, we will be sharing our own wisdom and creativity with those who will determine so much of our tomorrow.

Let me illustrate this diversity with a brief description of the cooperating projects associated with the Special Study Project for Gifted Children.

What the educator calls curriculum building is a difficult and costly undertaking when the unique and challenging characteristics of children with talents and the gifts of leadership are seriously considered. The City of Chicago has made an extensive effort to build curriculum guides which are suggestions to the teachers of appropriate objectives, of materials that can be used, and of ways to teach the talented.

Presently they are engaged in developing materials and demonstrating to teachers how they are used to encourage imagination in solving problems, whether in arithmetic or in social studies. The Joliet school system is providing special class experiences to encourage independent and responsible student behavior through the use of projects. J. Sterling Morton High School carried on an unusually complete longitudinal evaluation of a special mathematics program. The Morris elementary school system has evolved alternate curricular materials to aid the same teacher to provide for widely varying abilities within one class.

The under-achievement of many of our talented youth is the strongest bit of evidence to support diversity in programs, for here our existing educational patterns have failed. Evanston is attacking the problem through early identification and a coordinated approach of several services within the school. West Leyden High School has used essentially group therapeutic methods.

Another problem is the training of teachers and others who are involved in program development. Several school districts in South Cook County, the South

Suburban Association, are carrying a two-year in-service training program for teachers that is being rigorously evaluated.

Other concerns that have been investigated are teacher-grading procedures by the Brookfield elementary school districts, articulation problems with colleges by the Homewood-Flossmoor High School, and the expectations of parents toward special programs of the schools and the state by the Arlington Heights Elementary School District.

At Southern Illinois University last year, a pilot model of one kind of a possible state program was put to use. Outside consultants worked with teachers to help in identification of talent and thereby hoped to arouse interest in the needs of these children. Several significant insights growing out of that project have been included in the proposed state program.

Alton has underway special classes for the academically talented whereby teachers can spend their full teaching day working out more highly developed class activities.

Edwardsville is putting diversity into their program by carrying on an in-service training program to help teachers develop the talents of the creative child. A consultant works closely with the teacher, on occasion demonstrating by teaching herself.

At Decatur, one of the most intensive in-service training programs ever attempted in the field of education for the talented and gifted child has been underway. In addition, at Lakeview High School, evaluation is being carried on about the implications of ability groups within the framework of team teaching.

In Urbana, work with kindergarten identification and reading procedures has been underway for the very early reader. Another kind of acceleration is being evaluated at the University High School through a follow-up study.

In Champaign, several efforts have been underway. The study project has not only supported program development but some basic research into the characteristics of creative children. These findings will give further evidence as to the kinds of diversity needed in our programs. Also they are investigating the nature of underachievement, one of the most compelling reasons for diversification, since our existing school patterns have failed to reach them.

At Galesburg, the important problem of training teachers in the identification of talented children was evaluated. Presently in Sterling, special case studies are being prepared of those youngsters who have serious cultural handicaps. Out of this will be further evidence as to the kinds of diversity needed in our educational programs for the talented.

In DeKalb county, several efforts are underway at once, some involving all of the school districts in the county. Pioneering studies are being made into the nature of creativity, curiosity, and intelligence. These will provide further insights into the kinds of diversity needed in the programs of the future.

The Quincy youth project is a famous cooperative enterprise among community agencies and the University of Chicago. Partly out of that effort and partly by the efforts of the Quincy schools, a program for gifted children was evolved. Through further support by the Special Study Project, more thorough evaluation was made of the on-going program. Out of this we have discovered that programs will have to be of some magnitude before many significant consequences or outcomes can even be discerned. This school system is also acting on an important piece of evidence that supports diversity in our educational programs—I speak of underachievement, dropout and delinquent behavior which indicates that our existing educational patterns do not fit all of our children. Quincy is using group therapeutic methods and is expanding in other directions.

In Jacksonville, there has been one of the most thorough studies into the con-

tributions of full-time consultants serving the classroom teacher. Presently they are exploring the contributions of an intensive in-service training program for teachers which it is hoped will help them teach creative children more adequately.

At the Metcalfe School on the Normal State University Campus, there was supported an evaluation of several aspects of their program for talented youth.

We have done the preliminary work — the surveys, the analyses, the projects. Now the time is rapidly approaching when the role of Illinois residents will be indispensable to further our progress. In this role I ask that you give careful attention to the tentative recommendations for state action which are being made. Please consider both the recommendations and the rationale on which they are based before determining what action you feel is appropriate for educating our gifted children.

THE PROPOSED ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN

By Dr. David M. Jackson, Coordinator of the Special Study Project for Gifted Children

GOVERNOR KERNER has indicated the indispensable contributions which local school districts have made and are making through their studies to planning at the state level. Superintendent Wilkins in discharging his responsibilities for studying the findings of the various study projects and for planning the recommendations to be made for state action has been assisted by an Advisory Committee. This Committee is broadly representative of the public schools and the institutions of higher learning in Illinois. The present members of the State Advisory Committee are: Mrs. Evelyn Carlson, Assistant Superintendent, Department of Curriculum Development, Chicago Public Schools; Dr. J. J. Gallagher, Professor of Education, Institute for Research on Exceptional Children, University of Illinois; Dr. J. Murray Lee, Chairman, Department of Elementary Education, Southern Illinois University; Miss Charlotte Meyer, Director, Elementary Education, Decatur Public Schools; Dr. O. M. Chute, Superintendent, Evanston Public Schools; Norman J. Gore, Assistant Superintendent, Decatur Public Schools; Dr. Merle Karnes, Director, Special Education, Champaign Public Schools; C. O. Austin, Jr., Principal, Rock Island Senior High School; C. Hobart Engle, First Assistant Superintendent, Cook County Schools, Chicago; Ivan Garrison, Director, Special Services, Jacksonville Public Schools; Dr. G. E. Geisecke, Associate Dean, Graduate School of Education, University of Chicago; Dr. Harold Kaiser, Superintendent, Granite City Community Unit Schools, and Dr. Donald Prince, Associate Professor of Education, Illinois State Normal University. Ex-Officio Members: Guy E. Cornwell, First Assistant Superintendent, Office of the Superintendent of Public Instruction, State of Illinois; Kenneth H. Lemmer, Legal Adviser, Office of the Superintendent of Public Instruction, and Dr. Robert Zeller, Guidance Consultant, NDEA, Title V, Office of the Superintendent of Public Instruction.

All of the members of this Committee have given generously of their time and effort in confronting the important and difficult problems which face the State of Illinois in educating gifted children. From our study of previous research and from our analyses of the study projects as they have developed to date, have come certain preliminary recommendations which Mr. Rogge and I are presenting at the Governor's Conferences. These

recommendations must be regarded as tentative as we will receive final reports of the current study projects in July and we will make the final report as required by law on December 1, 1962.

Throughout the life of the Special Study Project for Gifted Children since its establishment in 1959, we have been deeply concerned with our responsibility for contributing to effective planning at the State level. As our experience with various programs for gifted children has grown, certain guide lines or principles for State action have begun to emerge. These form the rationale for the recommendations we are making. I should like to discuss them briefly before beginning a more detailed description of the varied program for general support to assist local districts which we are recommending.

PRINCIPLE I.

Gifted children exist within all levels of society, within all racial and ethnic groups and they come from every kind of home. Any programs to develop their talents must be concerned with their diversity. To illustrate this point, I should like to refer to some actual case study materials prepared for us during the current year. These case studies were made by an unusually competent and sensitive social worker in a community where there are many families of Mexican background. A considerable number of persons of Mexican ancestry are employed in a steel mill in this community.

We asked our social worker to locate and study some gifted children from this particular ethnic background. Among the ten gifted children selected for study there are some whose home conditions are difficult, to say the least.

One gifted boy, now in fifth grade, is one of six children of a family who live in a crowded quonset hut. Because learning English as a new language was difficult for him in kindergarten and first grade, his school achievement was not strong in the beginning. He has overcome his language difficulty, and by now his school work is very good and he has read every book in the school library on science.

Another gifted child from a Mexican family who was studied is a sixth-grade girl whose school record indicated an IQ of 110 on a commonly used group test. This would indicate ability on the upper end of the average range, comparable to as much as a third of the general school population. When our social worker retested this young lady with the Wechsler Intelligence Scale for Children, a widely used individual psychological examination, her IQ score was 151, comparable to no more than one child in a thousand in the general school population.

I should like to refer to this striking case again when I discuss financial matters.

Dr. Gallagher has described some crucial differences among gifted children in the schools which must be taken into account in program planning, both at the State level and at the local district level.

First he differentiates high producing and low producing gifted children in terms of their school achievement. Some gifted children are readily interested in intellectual pursuits and they respond well to school learning tasks. Other gifted children, for many reasons, seem to resist most kinds of intellectual activity and to resist the best efforts of schools to interest them in academic work.

Second, in terms of the school setting, Dr. Gallagher suggests that providing for gifted children in rural settings, where there are a few in a given location, is quite a different problem from providing programs in urban settings where comparatively large numbers of gifted children with similar interests and abilities can be brought together for instruction.

Finally he suggests that programs for young children in elementary schools are substantially different from the more specialized opportunities which might be

provided for gifted students in the secondary schools.

Any state action to meet the intent of the legislation as interpreted "to determine how a flexible state-wide plan might be developed to meet different education and socio-economic patterns of our school districts," must be comprehensive and varied. It must assist districts with high and low producing gifted children in rural and urban settings and at the elementary and secondary levels.

PRINCIPLE II.

A state plan must take into account the ways in which innovation occurs in schools. We have been most interested in the findings of Dr. Henry M. Brickell, who recently studied educational change in New York State. As I cite some of Dr. Brickell's findings about the attitudes and reactions of educators toward change, I wonder if the members of this audience, composed of representatives of many occupational groups, will find these attitudes at all characteristic of practitioners in fields other than education. Among Brickell's findings are these as given in a preliminary report of his study:

1. Personnel at all levels (teachers, board members, superintendents, principals) were very suspicious of other people's changes. The better the new development was advertised, the more apt the practitioner was to attribute the change to someone else's attempt to get ahead professionally or build up his own work.
2. Professional articles and convention speeches were almost universally distrusted as sources of information. A typical practitioner's reaction — "How can he say anything negative about the change while he's standing on a convention stage?"
3. Research reports, as distinguished from reports on new program developments, had three liabilities — (1) they did not deal with problems of concern to the practitioner, (2) he did not understand them and consequently could not evaluate their significance — this led to a reaction of this sort, "you can do anything with statistics," (3) the practitioner distrusted the motives of the researcher, that is, "he had to turn up with something to justify his efforts and build his reputation." The one advantage the practitioner saw in research reports, professional articles, and convention speeches from his point of view was that they alerted him to possible places to visit to observe new programs firsthand.
4. The only really important method with a persuasive effect on the practitioner in initiating change was the on-site visit to another school system where the change had been programmed and was in operation. Even in this case, however, the school system visited had to be very much like that from which the practitioner came and the practitioner had to have the opportunity to talk informally with the teachers and students about the program.
5. Anything unusual in the school visited was sufficient grounds for discounting the new program or at least making the visitor unable to translate the research into his own framework. To quote Dr. Brickell, the visitors had their "antennae set to spot abnormality."

If innovation is required to improve opportunities for gifted children in Illinois schools, we think certain practical realities, such as those identified by Brickell, must be considered.

PRINCIPLE III.

The General Assembly has delegated major responsibility for the operation of schools to local boards of education. In

recommending state actions we do not intend to displace or discourage local initiative. We would like to expand the range of possibilities open to local districts in providing for their gifted children. While, as the Governor indicated, the state has a great responsibility in this area, we believe the state can best discharge its responsibility through assisting and encouraging local school districts.

PRINCIPLE IV.

Research on gifted children has gone forward for more than forty years. We now know more than enough to support extensive and more adequate programs for gifted children. Yet our current knowledge and our current best efforts are sure to be modified as research in this area continues at an accelerated pace. Thus state action while necessary must be flexible and must not establish rigid formulas and detailed prescriptions. Study and experimentation should continue with state support so that improvement may be continuous and responsive to new scientific findings.

Now our specific recommendations for the 1963-65 biennium. These recommendations are in two parts: general support for program development in local schools, and state assistance for training programs to help prepare professional people to carry on local programs. I shall describe the features of the plan for general support for program development and discuss the estimated costs of all our recommendations. Our next speaker, Mr. William Rogge, will describe the plans which are being made to increase the number of specially trained personnel to serve the needs of gifted children.

The proposals for program development have four parts:

A. Partial reimbursement to school districts for:
   1. Personnel to carry on improved programs of identification of gifted children;
   2. Personnel to serve as consultants to help teachers plan and carry on program adaptations for the gifted and to teach small groups of highly gifted children; or
   3. Books and reference materials to meet the special needs of gifted children.

B. A series of demonstration centers in local public schools in all parts of Illinois to provide convincing and readily accessible evidence of what can be accomplished in programs for the gifted.

C. A small number of experimental projects designed to advance our knowledge of practical programs for the gifted.

D. A small but unusually competent state staff to provide the assistance needed by the demonstration centers and experimental projects and to administer the program of reimbursement under part one.

A. Reimbursement for services and materials.

Under this proposal, any school district in Illinois could submit a plan for improving its services to gifted children. Such proposed plans would set forth clearly and concisely the following features: (1) a description of the population to be served; (2) a statement of the qualifications and duties of the special personnel in either of two categories, diagnostic services and consultative services; (3) a description of the books and materials needed.

Such reimbursement would require local contributions equal to or greater than the state contribution. Because the state's financial position is difficult, such reimbursement for the 1963-65 biennium would be limited in amount to not more than 2% of the state aid being paid.

The amount to be received by the individual school district would be computed by a separate formula. This formula would be developed in such a way that both the number of pupils and the wealth

of the district would be considered. The district could seek reimbursement for personnel in either category or for books and materials, or for both, subject to the limitations indicated.

We believe that such a plan has the following significant advantages:

(1) it would be open to all districts; (2) it would ensure local interest in and commitment to the program for gifted children; (3) it would provide tremendous flexibility. Large districts could seek funds for personnel and smaller districts to whom such personnel might not be available, could seek help to improve their library facilities.

B. Demonstration Centers.

The major purpose of the demonstration centers would be to provide for all Illinois educators and other citizens convincing and readily accessible demonstrations in operating situations of a number of particular approaches to the education of gifted children.

Brickell's study indicates that the most effective force for innovation in education is the on-site visit in which the educator can see a new program in actual operation in a situation similar to his own. Scholars have called forcible attention to the fact that gifted children have been carefully studied for decades and that there is a body of knowledge about their education which can be used now. Thus it is proposed that this knowledge be drawn upon in an attempt to organize demonstration centers in which particular approaches or emphases are developed.

The experience gained through the Special Study Project for Gifted Children to date indicates the difficulty of seeking to develop programs which depend solely upon initiative from the field. While there is interest and concern in the schools, there is a need for guidance and assistance in setting up specific programs. Stimulation and help such as that which can be given by well-trained and experienced consultants at the state level are required to get programs off the ground. Once the programs are initiated they should be continued for several years in order that they may develop fully. Each such demonstration should be free to vary in the light of succeeding evaluations of its progress.

Description: Demonstration centers should exemplify the following approaches:

1. Acceleration of highly gifted pupils.
2. Individualized instruction through such means as team teaching, nongraded plans, independent study.
3. Special classes for the highly gifted, with specially trained teachers and supervisors or consultants.
4. Special attention to gifted youth among socially and culturally underprivileged groups.
5. Curriculum improvement through programs which emphasize higher-level thought processes, creativity, divergent thinking.
6. Special attention to the emotional and social adjustment of gifted pupils.

Five or six demonstrations of each approach should be set up in school districts in different parts of the state, so that visitors could see any of the approaches within 100 miles of their own schools. Each demonstration center would be responsible for showing the program to visitors and for carrying on an evaluation of the program.

Essential Elements: A demonstration center program may be carried on by a school district, involving the district as a whole or selected grade levels, subject areas, or buildings. Each demonstration center will have the following characteristics:

1. It will exemplify one of the six approaches listed above.
2. It will provide regular, systematic evaluation, publish the results and make results available to visitors.

3. It will be open to visitors and regular procedures will be developed for inviting visitors, explaining the program to them, and giving them opportunities to talk with teachers and pupils and to seek such information as they desire.
4. Each demonstration center will be the responsibility of at least one full-time professional staff member of the local district.

Some Hypothetical Examples of Demonstration Centers.

1. High producing-Rural-Secondary — A number of small high schools in a county or a region develop a cooperative program in which able students in science are brought together twice a week for seminar and discussion activities with a well-trained teacher. They carry on independent work on scientific projects with minimal supervision from the science teachers in their own high schools. Reference: "Enrichment for Talented Rural Youth" by Howard G. Sackett and Glyn Morris, *Programs for the Gifted* (New York: Harper, 1961), pages 119-138.
2. Low Producing-Urban-Secondary — From the test results that are available in a large high school, a group of pupils are identified whose achievement is significantly lower than their measures of academic aptitude. A systematic attempt is made to investigate the home backgrounds of these pupils, and parents are informed of the high potential of their children and of the implications of this potential for higher education and occupational choice.
3. High Producing-Urban-Elementary — In a large elementary school (or in three or four schools in a city) the most able learners in English and social studies in grade 6 are put into a special class which meets for 45 minutes daily with a teacher whose qualifications include 1) an excellent background in literature, history and anthropology and 2) courses in psychology of the gifted, identification and guidance of the gifted, sociology. This program is administered through the division of special education of the school district.
4. Low Producing-Urban-Elementary — Several special classes for gifted children operated by a city school system include a few low achievers. Reference: Relative effect of two organizational plans on the personality, creativity, parental and peer acceptance and achievement of under-achievers, Champaign Public Schools.

C. Experimental Projects.

The major purpose in providing state assistance for experimental projects would be to assist school districts to carry on significant experimentation which will advance our knowledge about practical programs for gifted children.

If educational programs are to be improved through the application of research findings and through experimentation, attention must be given to strengthening the whole process of educational research, including several basic elements. (1) basic scientific inquiry; (2) investigation of educationally oriented problems; (3) classroom experimentation in a laboratory situation; (4) testing in a field situation; and (5) demonstration in a field situation.

At present research findings are being produced in education rapidly through the growing support of such agencies as the United States Office of Education through its Cooperative Research Branch and its Educational Media Branch, through the National Science Foundation, and the National Institutes of Health. In contrast to the growing volume of research findings is the comparative lack of development of programs to *apply* these findings in *operating situations.* The difficult tasks of locating, interpreting, and synthesizing the research findings,

determining their possible implications for practice and trying new research based programs in practice, are largely neglected because neither researchers nor practitioners see them as central concerns.

In the development of new industrial products, it has been shown that the cost of the basic research upon which new products depend is small when compared to the costs of engineering, experimental try-out and testing of the new products. Field testing in education has not been developed to the extent which will be necessary to make research a dynamic force in education.

This program of state assistance is recommended to stimulate and support the field testing of promising experimental programs for gifted children thus helping to develop field testing in the total research process. Such a program will make possible effective participation of local school personnel, as their task would be largely the planning and operation of educational programs for which their experience and training qualify them. This program would not require local school personnel to plan and conduct formal research studies, in which questions of design, research procedures, and statistical analysis are often crucial.

At present, most local school personnel are not in a favorable position to compete for research funds in the national programs. Provision of funds at the state level for field testing would provide an area in which local school personnel could compete, and these state funds would encourage local boards to support experimental projects.

Essential Elements: An experimental project may be carried on by a local school district, involving the district as a whole, or selected grade levels, subject areas, or school buildings. Each experimental project will have the following characteristics:

1. The new program being employed experimentally is derived from previous research.

Puppets Made as an Enrichment Activity

South Suburban Public School Cooperative Association

2. It illustrates new procedures in the educational process.
3. It includes an evaluation-phase based upon the collection of data which will give some measure of the effectiveness of the procedure.
4. Regular provision is made for reporting the results of the experimentation.

Both the demonstrations and the experimental projects would be proposed by local districts, and if selected for support, they would receive state funds on a budget-approval basis. The State Advisory Committee could offer recommendations to the Superintendent of Public Instruction for the administration of the program of state support for demonstration and experimental projects.

D. Field Consultants at the State Level.

To administer the planned program development for gifted children, including the general support program, the demonstration centers, and the experimental projects, we recommend that field consultants be added to the staff of the Division of Instructional Services in the Office of the Superintendent of Public Instruction. The Division of Instructional Services is responsible for the activities which are closely related to instruction, including Special Education, Physical Well-Being, Guidance, Testing and Counseling, and the Illinois Curriculum Program. The field consultants should be charged with the responsibility of working closely with the existing departments, since educational programs for gifted children are closely related to the other educational programs at several points.

The duties of the field consultants would be to provide knowledgeable consultative help to the demonstration projects for planning, operation, and evaluation. They might also assist in the organization of experimental projects. Each field consultant should be qualified by personality, experience, and training to work with one of the particular approaches to be employed in the Demonstration Centers.

Next, I should like to offer a brief discussion of the probable cost to the state of a program such as the one we are recommending for the 1963-65 biennium. Including the programs to increase the number of qualified persons to staff programs for the gifted, and the four proposals for program developments listed above, we estimate the cost to the State for the 1963-65 biennium would not exceed seven million dollars.

This amount is 35/100 of 1% of estimated total state budget for the next biennium.

This amount is 1.4% of the estimated total state aid to education to be paid in the next biennium.

This amount is equal to 39% of the estimated total required as the state contribution for programs of special education, including the physically handicapped, those with hearing and vision deficiencies, the maladjusted, the educable mentally handicapped, the trainable mentally handicapped, the speech defective children and multiply handicapped children.

The State of Illinois can be proud of the progress which has been made in providing for the education of handicapped children. We believe that special attention should also be given to those children whose deviation from the average is in the direction of unusually advanced intellectual capacities.

We believe the cost of seven million dollars for the next biennium should also be viewed within the context of certain human values related to the self-realization and self-fulfillment of gifted individuals I referred earlier to a gifted child whose school record indicated high average ability but whose ability as revealed by an individual psychological examination was extremely unusual. If we contrast the lifetime career of a person who works at a routine, repetitive job, demanding no

more than average intellectual ability as compared with a job which demands abilities possessed by no more than one person in a thousand, the difference in the feeling of fulfillment of the individual will be tremendous, and the difference in lifetime earnings can easily amount to several hundred thousand dollars in a single case. Within this context, an expenditure of seven million dollars appears to be an unusually promising investment if it will identify and assist *many* such gifted individuals.

We see the key issues as related to personnel and to the processes of innovation in education. All the fine words in the world about the importance of individual differences among children and the strategic importance of developing the talents of the gifted will have little effect in local schools unless work with gifted children is someone's job, unless competent persons are assigned to specific tasks in this area.

Further, schools can be changed only if practitioners, teachers, administrators, and board members are shown evidence they find convincing for the need for change and of the possibilities for improvement.

OUTCOMES OF THE SPECIAL STUDY PROJECTS AND IMPLICATIONS FOR THE PROPOSED ILLINOIS PLAN

By William M. Rogge, Research Consultant of the Special Study Project for Gifted Children

THE PRIME OBJECTIVE of the proposed legislation as outlined by David M. Jackson, is to encourage and give support to local school districts in planning and executing programs for the development of the talents of our children. But this will only be accomplished to the extent that teachers, consultants, counselors, psychologists, administrators and others are enabled to do more than existing programs allow. Tremendous differences distinguish one class, one teacher, one school, from another in the way they meet the needs of talented children and the demands of our culture for the use of these talents. The 28 study projects with which I have been associated are based in school districts that represent many of the best existing programs in the state. Yet the project directors are among those who are most aware of how much remains to be done. Let me quote some remarks of these people as they made their recommendations for future action. These are quotations drawn from our fourth progress report:

1. "School staffs need far more training and assistance in identifying gifted children than one would expect."
2. "At the present time it is almost impossible to locate trained personnel in the area of the gifted to conduct workshops to give in-service training to teachers."
3. ". . . Learning experiences for teachers cost much more money than has been put into them in the past and much more must be done if significant results are expected."
4. ". . . If school systems do not have someone who can assume the responsibility for developmental work in this field, it will in all probability be neglected."

A number of Illinois school districts have been cooperating with the Office of the Superintendent of Public Instruction in a study of programs and procedures that might be used for children of various gifts and talents. Some of the school districts have received small amounts of fi-

nancial assistance so that better evaluation might result and that a few might carry on more experimental kinds of programs and some basic research. The projects are so richly diverse, it is not possible to give a thorough review of them now. However, I wish to draw upon them to illustrate particular points and to make interpretations of our legislative proposals. The variety in the projects includes the study of the acceleration of content, grade acceleration where a student joins companions older than he, enrichment activities, grouping plans, in-service training, teaching methods, use of consultants, and instructional materials. Research was done on the nature of under-achievement, creativity, attitudes of parents and educators toward bright children, mental processes, teacher-student relationships, curiosity, and methods of teaching.

The first question that we should ask is this. Did the financial support offered by the state encourage additions and changes, any kind of changes, in the schools' on-going activities, or was the support simply taken when offered, with little change resulting? In most cases there was strong and positive response to this support of incentive payments. Consider, despite the short time for development, the following which grew out of the state support:

1. Definition of the roles of consultants, who serve teachers and other staff with a variety of services. Some of the job descriptions are the most thorough ever made in the area of programs for talented children.
2. Demonstrations of new teaching procedures.
3. Changes in identification procedures, an area of development that is drastically changing our traditional concept of intelligence as measured by I.Q. tests.
4. Examination of teaching performances.
5. In-service training methods.
6. Sequential curriculum guides, a promising start on making programs last long enough so that more than just a statistically significant gain can be made.
7. Group therapy for under-achievers.
8. Evaluation of the services given by specialists.
9. A *sense of participation* by the people involved in the development of programs. This outcome is so important, I wish to enlarge upon the significance of it.

You and I could have all the insights possible into a proposed program and its problems, but unless we had a commitment to act, little would likely occur. Some of you have heard, perhaps, of the famous experiments at the Hawthorne Plant of Western Electric in the 30's. The initial attempt was a time and motion study of ways of raising product output. The suprising outcome was that production went up, irrespective of alternative work procedures. The workers felt personally involved in the study, which turned out to be an unexpected but important factor or variable.

However, ever since then researchers have been trying to rule out this factor, called the Hawthorne effect, because this has been a variable extraneous to their purposes. However, instead of apologizing for introducing this variable, a sense of involvement, we must seek ways of deepening its effect. After all, we should be applying research to the educational programs we develop, applying every bit of knowledge we have in our grasp.

The *strategy* of applied research, in contrast to basic research, is to converge upon the solution of a problem, the optimal condition of every controllable factor. Any project director who hoped to show positive outcomes of his program or activity had to create additions and changes to the previous program or

activity great enough that under "field" conditions, the deviations would show through the many uncontrolled conditions in a practical situation.

When the men at Cape Canaveral are about to launch a rocket, we do not expect them to test the upper limits of the stress upon the metal in a liquid fuel pump. Instead we know that they will try to use a design that not only utilizes the optimal combination of weight and strength, but one most likely to work in combination with all other components. In summary, the incentive payments produced the Hawthorne effect, a most desirable outcome, for it extended the effectiveness of the other variables.

The second question is this: Have the projects illustrated *practical* and *productive* additions and changes to existing educational programs?

Curriculum development for the talented and gifted offers a most difficult problem to public and other schools, for these boys and girls must be prepared to reach out where society itself has so often failed to reach. While a few of the projects have made real contributions to the basic knowledge about these children, a noteworthy achievement for public schools, the bulk of the efforts by the people involved in the projects has been to work out programs. Hence we should ask of these efforts, not how much basic research was done, but did any school system understand basic research well enough to deliberately construct a new program that would produce worthwhile outcomes?

Often this means we search for breakthroughs, and then return to refine our approaches. Were the schools successful?

My conclusion is that the schools find it difficult, without qualified help, to construct programs significant enough to produce learning outcomes in those areas judged most important in society -- occupation, family, community. Here are the results of three of the projects.

One school system telescoped a four year sequence of mathematics into three years, and then added a special honors program. This probably represents the typical maximal deviation within one subject matter area in a program for talented students. A follow up on this curriculum change, involving a comparison of the high school graduates in the sequence and of a matched group, found no gains as far as college grades, the number who went to college, or other commonly desired outcomes. However, one outcome not expected was that the number who went into math related occupations from the experimental group was significantly higher. Whether such an outcome is a socially desired one or not, I will leave you to decide. Without state support, the objective evaluation of the program probably would not have resulted and the staff would have been left to their personal opinion as to the effectiveness of their efforts. It happened that within this school, qualified staff persons were available to do the work, but the state assistance served as an incentive to the district to evaluate their work, an effort seldom done on any comprehensive basis in schools.

The second illustration is drawn from three of the projects that were evaluating the effectiveness of the help extended by consultants to teachers, a most common way of developing curriculum experiences or learning activities for bright children. The most significant results that could be produced in the realm of objective evidence were gains of up to about one year in standardized achievement test scores. However, the large gains were made only when the consultant went into the classroom and actually did some of the teaching herself in these particular subject matter areas, so it was not clear how much of the gain resulted from her serving as a model to the regular teacher and how much gain resulted directly from her own teaching.

Turning now to more subjective evidence, let me quote the conclusions of

the director of one of the programs that has relied heavily on consultants. He says, "Consultants cannot provide a sequential year by year learning program appropriate for the child with superior mental abilities (especially those in the upper 5% of the normal population) through consultative services rendered to teachers with regard to gifted children in the regular instructional program." In summary then, consultants often comprise the heart of a program but this has not always been successful, usually because they have not been a part of a larger effort. It is like firing the first stage only of a rocket; the payload will go quite high, but not into orbit. As I will argue in more detail later, consultants alone do not make a program. This is why Section A of the proposed legislation calls for program development by a school district, or a stated plan of action, with the objectives, student population, and staff fitted into a total picture.

I want to develop the third illustration into considerable detail. During the past two years, I have had the rare and good fortune of being able to visit classrooms all about the State of Illinois while in an almost unique role. The observers who accompanied me, and I visited over one hundred teachers, not as supervisors or investigators; but rather, we asked these teachers to allow us to be students of their teaching.

We recorded the classroom activities in an objective fashion, including actual tape recordings of the teacher and the students. We discovered and learned many things. The most crucial insight obtained was this: The teacher has a basic style of teaching that sheldom changes in any significant way when she moves from a group of children with certain talents to another group with different talents. We made comparisons between fast and slow reading groups and other groups. The grouping was done, usually, on the basis of group test scores and teacher recommendations. Now, one of the fundamental assumptions underlying any kind of grouping by most schools is that some important differences in teaching method should occur among the various groups. Typically, the teacher is asked to work more intensively with such learning as concepts, problem solving, leadership responsibility, and creativity in the classes of students with these kinds of talents. Consequently, if the student were to benefit from such grouping, and if the style of teaching does not change, the benefit would need to result from changes in the text material or from the changes in student-student relationship. Yet, such an outcome as we obtained is really to be anticipated when we realize that the teacher's style is after all a quite stable performance, for it stems from the very personality of a human being. One notable exception was found to the above general conclusion; this occurred when the teacher had such strong feelings of rejection toward the lower ability groups that the attitude pervaded her teaching. In a moment I shall return to this illustration to show how it could be used as the basis for program development. In summary, as Governor Kerner indicated, the results of the projects have not been dramatic or always important. The incentive payments must be more sustained.

As you may have determined by now, I see program development as focusing attention upon the *kinds of work* teachers and others do. The necessary ingredients are these: information about students, feedback on teaching behavior and outcomes of teaching beahvior, an operationally defined objective, an opportunity to practice new teaching behavior, a commitment to action, and acceptance by the whole school and community of the new learning approaches learned. Good understanding of these ingredients and their proper use would mean good application of basic research. Few of the projects had all or even most of them, but two of the most important findings about the projects accrue to us here.

First, the small amount of money available to the school districts through the projects, a total of less than $250,000 for two years, made it possible for every one of the developmental projects to add one or more of the ingredients, especially feedback on the outcomes of teaching behavior. Said most simply, the state assistance made it possible for schools to do more planning, tooling up, and evaluation. This indicates the second finding. The projects that had most success in obtaining changes in student growth and in the concepts the staff had about talented children, were those that have had persons with at least part of their regular work load devoted to *planning* and *practicing* new roles and responsibilities before undertaking full-time teaching and consulting. But presently the heavy demands of teaching and administering give little opportunity for reflection and change, for planning, practice, and evaluation. There must be sufficient time and staff to allow the school to be serious about the task.

Let me return now to the teachers whom we were tape recording. We asked ourselves whether a teacher's style of instruction *could* change in any significant fashion as she dealt with the differences among children. In grouping, supposedly the school has made as visible as possible the identification of talents and presumably teacher action will follow. But of course many of the ingredients for change are missing. To actually *change the relationships* between teacher and student is the real task in developing new styles of teaching. The teacher must inculcate a new set of expectations into her class. To do this, she must more clearly understand what the true nature of those relationships are. Hence, like the professional football player who tries to improve his game by watching movies of his actions, we thought to help the teacher see her game by feeding back to her what she actually was doing. We did this by the use and analysis of tape recordings, charts of the amount and kinds of pupil-teacher interaction, and relating these results to information known about the youngsters.

Now if you want to have some feeling for what this actually involved, imagine someone tape recording the last meeting you conducted, the last time you criticized a subordinate, your son asking you about the sexual behavior of the American male, or any other situation where your verbal performance contributed to the success or failure of the relationship, and then think about playing back that recording to a group of colleagues in similar situations and discussing your behavior with them.

This is exactly what we asked the teachers to do. Once a week we tape recorded various classes and then met in the evening to play back the tapes and discuss them. With that step, we had added a powerful catalyst, but a tricky one. After all, why should a teacher submit to the harsh reality of the tape recorder and expose her mistakes, at least her imagined mistakes, to her colleagues. But by her willingness to go into such discussions or seminars, she probably had also made a quite firm commitment to action. So now there were three ingredients — information about the student obtained from cumulative folders and interviews, feedback on teaching behavior, and a potential commitment for her to act upon the first two, depending on whether cohesiveness, trust, and morale developed within the group of five or six teachers. Still to be obtained were the choosing of some objective by the group, which had to be translated into teacher action; the opportunity to practice just as you need it when improving your golf game, usually best done by the teacher when following some model as a consultant or another teacher; and the acceptance by the other teachers, principal, and parents.

The last ingredient is essential. A teacher is understandably reluctant to commit herself unless the rest of the school and community make clear how

much sympathy and support they will give to her in her struggle to change her style of teaching. In fact, I am of the opinion now, which I am trying out on a small basis, that such support is not likely to be forthcoming, unless we can involve principals and others in the same fashion.

Now all of this is an intensive experience for these people. I know, for I have also taught in many of the classrooms of these teachers and played my tapes back to the groups. Yet just such efforts are required if we really want to make a difference in the lives of our children. We must be aware that too much of what we do in education is done by faith, habit and example. Our phrases that supposedly make explicit the underlying dynamics of learning are too often only shadowy figures of the real substance of parent-pupil-teacher-administrator relationships. We need a healthy skepticism of our proclaimed self-descriptions and a willingness to be tough about those characteristics of ourselves that seem to lead us out of the mainstream of history.

To keep us in the mainstream, the schools should give us a model of how to prepare for the future through the provisions it makes for those children who are most likely in the next generation to grasp the sinewy and tough reins of accelerating changes in technology, productivity, population, and the political fortunes of nations. We can do this by structuring an apparatus within a school system that monitors, guides, and evaluates its own change. This is the ultimate in program development. We need monitoring or measuring devices, such as thoroughgoing immediate and long range followup studies in order to obtain more objective evidence than our personal opinion about what we have effected through our educational process. We need to guide, direct, and control by evidence that makes clear the real reasons why we carry on many of our present school activities. We need evaluation, the deliberate and wise application of our judgment upon the measured outcomes of our action. All of this means objective, explicit, controllable change, not the change that otherwise would come anyway, but only as the wind blows.

But if we give financial support to schools and expect them in turn to become more involved in self-examination, then the persons needed must have an understanding of the methods of internal appraisal, and of the social psychology of what makes it possible for schools and communities to act upon the insights gained about themselves. Commitment to such action, of course, is something that is not likely to be legislated into being. Such a commitment is a pervasive feeling of curiosity, excitement, meaning. Follow me through one path of daring to think differently.

A hunch of mine is that many teachers and others do not care to do anything additional for bright children unless the individual student displays emotional characteristics and values that promise the person will become an adult we would trust in leadership positions. Stated negatively, perhaps a few people care to give special educational advantages to a talented person who had a propensity to use his talents to climb over the backs of his fellow man — unless the propensity itself could be changed.

The first task we would have is that of identification. Let me give this question to you to answer. Whom would you trust to be your family doctor, the teacher of your children, your senator or representative, your opponent at the bargaining table? What are the characteristics of these people whom you would trust? In a recent publication, *Talent and Society,* by McClelland, Baldwin, Bronfenbrenner, and Strodtbeck, the authors state that ". . . the emphasis should shift from identifying talent potential to *studying the process by which talent becomes actual,* by which it develops. Such a focus requires above all a knowledge of theory

— an understanding of what we are measuring . . . " They then suggest two ways by which we might identify what I shall call *social intelligence* of students. We could ask the class to discuss some controversial issue, such as segregation, population explosion, or federal aid to education. After the discussion, we could have two or three questions of opinion on the issue and ask each student to answer the questions. Then we could ask each student to predict the responses of all the other students in the class. The person who could do this well probably has an important characteristic for a potential leader. But a second factor would be the amount of trust that the other students would place in each other. This might be obtained by a sociometric type of question, having each student note who in the class shows the most understanding of his views, who shows a willingness to help others to contribute. The important consideration suggested by the above authors is that this information not only helps distinguish potential talent, but lends itself as information to be used as feedback to individual members of the class.

That is, any school seriously tackling leadership training is dealing with a controversial issue, for it means evaluating and perhaps sometimes changing (if such a method is known) basic views of life. Furthermore, it means being less serious about some of our traditional school concerns. For example, the research on creative people in our society shows that they do not take very seriously many of our educational tenets and sacrosanct views, as shown by the progressive deterioration of their grades. Much more hard work is required of us who would recognize and develop such latent talent.

If we were now to turn to the teacher who has this information available about his students, he might well ask such questions as:

1. How shall I diversify my teaching approaches as I recognize individual talents such as:
   - A. The student who is creative in his problem solving, can see new ways of putting together the facts of critical issues?
   - B. The student who gives leadership to the group, brings out contributions of others, who is trusted by the other students?
   - C. The student who is academically gifted, who can bring to bear a logical extension of our cultural past upon the issues of today?
2. How am I to discover, learn and practice these new approaches? Where can I find examples?
3. Who can help me in my talent identification and with my new approaches?
4. How will I and the class relate to the community as we deal with the moral dilemmas in these issues?

It seems to me a teacher willing to ask these questions of himself would not have much chance of getting very far unless he were a part of an ongoing school program which chooses one or more unique goals for our talented children and makes rigorous and intensive efforts to carry them out. I know of no way to assure by legislation that such program development will be a live, sensitive response to the issues of tomorrow, but I am quite sure less sensitivity will exist if *you* do not *ask* the schools to be sensitive, imaginative, tough but flexible, and diverse in their approaches.

I as a consultant can supply to our teacher some specific answers, but I doubt that simply asking the teacher to take more course work will accomplish the task, or handing him a group of talented students or asking him to solve the problem independently of the other teachers and the parents will help him do the task. I want school districts to be supported in their efforts to find their own answers, and unless someone is made responsible and given the resources to

find the answers, unless the communities make clear to the schools that they are expected to make the search and will be given support in the search, we cannot fairly and realistically expect the schools to escape the whiplash of our writhing, complex, technical society that threatens to enslave us rather than to set us free.

Let me turn to my last task, and ask if the proposed legislation will assist schools in attracting enough qualified persons to build and expand the curriculum, to learn new ways of teaching so that the changes in schools will be *wise* changes.

Under Section A general support would be given to school districts in obtaining personnel to work with problems of identification and to perform a wide range of other functions, a sampling job which I have described above. The study projects and other research indicate that the person performing these functions will require unique qualifications when compared to what we ordinarily expect of teachers and those working with them.

Strangely enough the support of Section A would do two things. First, it would crystalize and make clear the demand or need for individuals for more and different training, and in turn would help supply the need if the model of program development I have described were followed, for in-service training is an integral part of it. In summary, this section supplies the general framework within which more concerted effort can be made by local school districts to exercise freedom and creativeness by giving their staff support in initiating and expanding their educational programs.

But more is required. We need to make possible more communication among school districts, colleges and universities, and the staff of the Office of the Superintendent of Public Instruction. The next sections make this possible.

Sections B and C provide for demonstration centers and experimental programs. As these are modeled after our existing study projects, we know that the prime budget request would be for personnel other than teachers doing regular work in the classroom. There is no way to write into law such productivity as seen at the Cape or needed here except through assurance that the person who potentially can create and produce will be drawn to these projects. I used the word "potentially" deliberately in the last sentence for the number with these qualifications is very small. Three years ago when the requests went out to every school district in the state to submit projects and programs for support and evaluation, the specifications of the original legislation limited the support to two categories of personnel, psychological examiners and consultants, though this has been changed the past biennium to a broader budget approval basis. The job description for the examiner was quite detailed and structured, making the number of qualified persons almost nonexistent for the first year of operation of the project. We received requests for support for only 2 persons, part-time, reducing it to 1.25 full-time equivalents.

The more important story is told by the second job description. The schools had complete freedom to define this role as they wished. The only requirement was that the person must not be teaching in a regular classroom. Support was requested and given for 17 consultants or 10.72 full-time equivalents. Despite the open-endedness of the job description, relatively few persons were qualified within the participating school districts to be eligible for reimbursement. A survey taken at the beginning of the special study project indicated that few other districts would have had qualified persons either.

Hence, our present projects, 28 in number, give us a picture of some of the unfilled needs we shall create by Sections B and C of the proposed legislation. The real possibilities in these two sections are: 1) drawing upon the persons and school

systems that are most advanced to serve as models to other school systems, a needed ingredient before much productive practice can be undertaken; 2) providing resources so that the personnel carrying on the projects can concentrate in the areas where we most need them, and where we hope they want to go. The last section, D, of the proposed legislation, meets the personnel problem head on by making two basic provisions. First, state level staff would be provided. I doubt that any guarantee can be written into law that these persons would fill both a leadership role and a professional role of consultants. We must depend on the judgment of the Superintendent of Public Instruction to find such persons.

The second provision would help maintain the fountainhead of persons desiring to make professional careers in this area. James Gallagher, writing a summary of all available research on talented and gifted children for the State Advisory Committee, concluded that "one generalization that can be drawn from the preceding information (referring to his review) is that special programming for gifted children requires additional personnel and services." He continues, "The colleges and universities have not shown outstanding leadership in outlining and developing training programs for the type of specialist described above." His explanation is that students have not been attracted, as there has been no assurance of a market for their skills. So the proposed legislation would encourage the colleges and universities to build courses, and hopefully, full programs. Encouragement would come from the demands of the school districts for trained staff, and the provision of indirect financial assistance to students by scholarships and fellowships and direct help by supporting workshops and institutes.

In sum, Section A of the proposed legislation would create personnel needs and could help meet these needs through in-service training, Sections B and C, the demonstration and experimental projects, would help the persons best qualified to contribute to all of the schools in the state, and Section D, state staff and training institutions, would help train more personnel to meet the demands created by the first three sections.

I hope Illinois citizens will rigorously examine the proposed legislation to see if it has enough substance to assure *our schools* that there can be found, recruited, and trained the kinds of persons who will do the job required for our children with talents and gifts, and that the school will plan carefully how to use these persons as they become available.

SOME CLOSING REMARKS

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U.S. Office of Education

Governor's Conferences
State of Illinois
May 8-16, 1962

IN THE EARLY HISTORY of our country it was common practice for our forefathers to participate in town meetings for the purpose of discussing and deciding on the issues of the day. The many and diverse forms of communication now available to our society have severely limited this practice. We

here in this Governor's Conference have had the privilege of participating in today's version of the town meeting and of meeting with our peers to be informed, to raise questions, and to examine our opinions and commitments in an area of vital concern to us all.

We have heard the highest officials of the State of Illinois present their observations and voice their concerns about identifying and developing the talents of all Illinois youth. We have heard the director and the research consultant of the Illinois Special Study Project for Gifted Children report progress and propose a future course of action. We have met in discussion groups where we have tested our ideas with those of our fellow citizens. At this, the close of the conference, let us briefly examine some of the issues involved and some of the alternatives before us as we look to the tomorrow that will face our able children and youth in Illinois.

Perhaps we need, first of all, to reexamine certain of our values and commitments. Do we sincerely desire to develop the talents of all Illinois youth, or are we concerned primarily with those who conform and achieve according to our expectations? Not all talented youth are readily identified. Some come from environments where talented behavior, particularly in the academic sense, is not valued. Some have no adult models of achieving individuals whom they can emulate. Some are innovators, reconstructionists, or creators in such divergent ways as to disturb a placid or self-satisfied society. How many of us really value talented behavior enough to search for talent in unlikely places, to place such behavior above sheer physical prowess, or to choose such behavior in lieu of material or social success?

We need as citizens to become increasingly aware of the many guises in which talent may appear. Some talented youth with high ability achieve well on standardized tests of achievement but earn low marks in school. They have not learned the necessity to conform to the expectations of formal education. If they persist in this kind of behavior, they may be denied the opportunity to develop their talents to the fullest in our institutions of higher learning. Other talented youth who are identifiable by means of tests and observational techniques achieve at a low level on standardized tests of achievement and also earn low marks in school. Such youth often lack both the incentive and the skills necessary for talented behavior. Without careful analysis, adequate motivation, and proper training, these youth may never make the contribution of which they are capable to society. A third category of talented youth may achieve well on standardized tests, earn high marks in school, and still underachieve in terms of their abilities. These are the boys and girls who, often with parental approval or even insistence, take courses in school that demand little of their talents. These are the talented youth who need our encouragement to engage in ever more difficult tasks in order to use and develop their talents.

Some talented youth are motivated to achieve in ways that require the use of their talents and energies in non-academic pursuits. Talented boys may be more concerned with owning cars than with achieving in school. Talented girls may find greater satisfactions in popularity and peer approval than in the arduous labors of academic talent development. Such youth may become drop outs, may become delinquents, and under the stress of conflicting values may become mentally disturbed. Many such youth come from environments which are culturally impoverished in terms of academic standards. They may find talented behavior unrewarding both in their homes and in their schools. Other such youth may come from homes where expectations are unrealistically high. Parents who insist that a son become a doctor when his talents fall short of the requirements for

this goal may indeed force him to behave in undesirable ways.

Many of the issues we face must be resolved by competent professionals. They must, however, be understood by an informed public. Our children differ in many ways: some are tall; some short; some have artistic talents; some lack such abilities; some are highly creative; some are not; some have high academic ability; some have very limited ability in this area of human endeavor. When we recognize these differences, we make no value judgments regarding the worth of the individuals involved. Are tall children better than short? Are rapid learners better than those who learn more slowly? No, but they are different, and we in all justice must treat them differently. This is the challenge of providing for talented youth.

We cannot here examine even a limited number of the issues and alternatives in any depth. We can, however, list some of the most persistent. Does ability grouping engender a cult of the intellectually elite? The answer is no if the program is properly conceived and executed.

Are school marks unfair to talented youth who are in competition with their intellectual peers? Insofar as a single mark is used to indicate a multitude of factors such as absolute achievement, relative achievement, conformity, and even deportment, it frequently is unfair. There are factors, however, that compensate for marks; and certainly all school marks are not unrealistic.

Who should teach talented youth? Teachers should be selected on the basis of carefully defined criteria and trained to recognize and challenge talented youth. Not all teachers can or should be allowed to teach the talented. It should be kept in mind, however, that not all teachers can or should be allowed to teach slow learners. Each needs special competencies as do teachers of students in the mid-range of abilities, and each should be accorded recognized professional status.

Do the talented require special guidance? Yes.

Can effective articulation of educational experiences for a talented youth be maintained throughout his academic life? Yes, through an increasing involvement of elementary, secondary and higher education personnel, through an increasing awareness of the needs for trained teachers, through better guidance, and through increasing knowledge from research, discontinuities of educational experience for the talented are becoming fewer.

Many other concerns and alternatives require attention. What is the proper ratio of inquiry to acquiry in the educational diet of the talented? How can incipient creativity be identified and nurtured? How does creativity differ from conformity to deviate behavior? What techniques are available or can be devised to evaluate the outcomes of programs for the talented? The list can be extended, but let us turn our attention in closing to courses of action we as citizens can pursue.

The State has delegated considerable authority for education to local communities, and certainly education is the business of the electorate. You must face the issue of categorical versus general support. Should funds be earmarked or specifically provided for the education of the talented, or should all support for education be placed in a general fund? Your answer to this question must be based upon information rather than prejudice, purpose rather than privilege. What has been the past history of categorical support, and what is the promise of such support for this project?

Your critical reactions are needed to the proposals you have heard today. You need to share your information and thinking with others in your community. Hopefully, you will write Dr. Jackson or other personnel responsible for the project so that they can be apprised of your reactions.

The choice we face is not one of pro-

viding for the talented youth of Illinois, but rather it is one of the effective quality of the provisions made. Quality costs. Effective programs for the talented will require an expenditure of time, energy, and money in excess of what is now being provided. You have spent a day in becoming informed, in discussing issues with your fellow citizens, and in examining your own beliefs. If your involvement on behalf of Illinois' talented youth stops here, the day will have been pleasant but ineffective. Your mandate is one of action. Only thus will our town meeting on behalf of the talented have served its purpose.

SUMMARY OF REACTIONS OF PARTICIPANTS IN THE GOVERNOR'S CONFERENCES

PERHAPS THE MOST IMPORTANT activity of the Governor's Conferences took place in the small group discussions which provided opportunities for critical reactions to the proposals which were made. The program of each of the Conferences provided a period during which participants met in groups of about twenty people. Each participant was given a discussion guide and each was asked at the conclusion of the discussion period to fill out a single page reaction sheet and return it to the project headquarters. A total of 505 individual reaction sheets were received. Reactions to the first question on the sheet "To what extent can you give the proposed legislation your support?" are summarized in Table X below.

Table X. Summary of Individual Reactions Sheets

	Number	Percent
Unqualified support	339	67.13
Support with minor qualifications	65	12.87
Major qualification	46	9.11
Little support	20	3.96
Cannot support	16	3.17
Unclassified as to level of support	19	3.76
Total	505	100.00

In addition to the individual reaction sheets, the project staff received reports of discussion group leaders or recorders from 37 groups. As in the case of the individual reactions, there seemed to be positive support by the majority of the discussion groups. The reports contained a great deal of praise for the state's actions up to now and only a few critical remarks as to the need and direction of such an endeavor.

A number of significant questions and concerns were expressed, both in the individual reactions sheets and in the group reports. The questions or concerns expressed, in order of frequency, were as follows:

1. Concerns that personnel should be properly trained and qualified; that qualified personnel be retained by school districts; that existing personnel receive effective training while in service.
2. Concern that all districts have equal access to state funds; concern that smaller or less wealthy districts be enabled to participate.
3. Recommendations that demonstration centers, or experimental projects, or both be emphasized.
4. Concern for proper selection and training of state staff.

Analyses of the group reports also revealed a desire for more specifity in the proposals which are being made. This reaction may be due to misinterpretation or misunderstanding of the proposals. One group leader commented, "When educators and community leaders are so confused there seems little hope of carrying the message to the lay public . . . the fact that this proposal is concerned specifically with the talented segment of our school youth . . . just as other programs are concerned directly with the average or slow or educable mentally handicapped or physically handicapped seemed completely lost."

In order that the proposals for the gifted may be understood by the general public, it will be necessary to give serious consideration to developing a conceptual reaction to the gifted group and to presenting a graphic or symbolic representation of their needs.

NEXT STEPS IN COMPLETING THE WORK OF THE SPECIAL STUDY PROJECT FOR GIFTED CHILDREN

HOUSE BILL 929 of the Seventy-Second General Assembly provides for the continuation of the Special Study Project for Gifted Children for the 1961-63 biennium. Under this law the Special Study Project ends its existence on June 30, 1963. The intent of this legislation and of House Bill 58 of the Seventy-First General Assembly, which established this Special Study Project for Gifted Children, is to secure data, information, and recommendations to assist the General Assembly with its responsibility for decision-making with respect to the education of gifted children.

The final report of the Special Study Project for Gifted Children is to be presented to the Governor by December 1, 1962 and to the Seventy-Third General Assembly as this body convenes. The Advisory Committee has examined the final reports of the study projects conducted during 1961-62 and has prepared a revised version of the proposals for state actions. This revised version is similar to the proposals set forth in the article entitled "The Proposed Illinois Plan for Program Development for Gifted Children" on pages 34-46, but certain modifications have been made, particularly in providing greater detail and specifity.

Members of the Advisory Committee and the project staff members, David M. Jackson and William M. Rogge, are presenting the revised proposals to various state-wide professional groups at their meetings in the fall. Opportunities are being provided through the material in this issue of the *Illinois Journal of Education,* through the presentations to be made at professional meetings, and through materials which are available on request from the project office, 105 University High School, University of Illinois, Urbana, whereby every professional educator in Illinois can become acquainted with the recommendations which are being made and with the rationale on which these recommendations are based.

COUNTY INSTITUTES
1962-1963

COUNTY	DATE	PLACE	COUNTY SUPERINTENDENT
Adams	October 11	Quincy Sr. H.S.	Adam Priepot
	March 1	Quincy Sr. H.S.	
Alexander	March 8	Cairo H.S.	Grace Duff
Bond	No Report		Dean J. Delay
Boone	No Report		Charles Nihan
Brown	March 22	Mt. Sterling H.S.	Keith Witty
	May 28	Mt. Sterling H.S.	
Bureau-Putnam	February 8	Princeton H.S.	Floyd French
Calhoun-Jersey	October 11	Jerseyville H.S.	James V. McDonald
Carroll	October 22	Lanark H.S.	Gordon L. Hansen
	February 11	Milledgeville	
Cass	September 28	Chandlerville H.S.	B. W. Smith
	March 1	Ashland H.S.	
Champaign	No Report		Ernest M. Harshbarger
Christian	October 18	Taylorville Jr. H.S.	Vance Kauffold
Clark	October 11	Casey, Arts Hall	M. R. Tedrick
Clay	October 11	Louisville H.S.	(Acting) Richard C. Seelman
	May 23	Flora, Clay City, Louisville	
Clinton	No Report		N. J. Moorleghen
Coles	October 11	Charleston H.S.	G. W. Dunn
Cook	No Report		Noble J. Puffer
Crawford-Lawrence	February 15	Lawrenceville H.S.	Ray C. Duncan
Cumberland	March 29	Toledo H.S.	Wayne Hance
DeKalb	February 11	DeKalb Sr. H.S.	D. E. Stitzel
DeWitt	October 29	Wapella H.S.	A. W. Dickey
Douglas	December 3	Tuscola H.S.	W. A. Bozarth
DuPage	September 24	Winfield School Bldg.	Roy De Shane
	October 15	Glen Ellyn, Glenbard W.H.S., a.m.	
		Villa Park, Willowbrook H.S., a.m.	
		Wheaton H.S., a.m.	
		Lombard, Glenbard E. H.S., a.m.	
		Wheaton College Gym, p.m.	
Edgar	October 5	Paris, Crestwood School	Sam W. Arbuckle
Edwards	April 10	Albion Sr. H.S.	Roy M. Luthe
Effingham	October 11	Effingham H.S.	Lowell Lewis
Fayette	September 28	Vandalia H.S.	James F. Staff
	February 22	Vandalia H.S.	
Ford	March 25	Paxton H.S.	A. J. McKinney
Franklin	January 25	West Frankfort H.S.	H. L. Browning
Fulton	October 11	Canton Sr. H.S.	L. E. Hansberger
Gallatin (Tri-County)	October 25	Ridgway School Bldg.	Horace G. Brown
	March 29	New Haven School Bldg.	
Greene	October 26	Carrollton H.S.	Thelma C. Wilkinson
Grundy	September 28	Morris, Franklin Bldg.	Lillias K. Walker
	March 4	Morris H.S.	
Hamilton	October 19	McLeansboro H.S.	Willis R. Gholson
	March 22	McLeansboro H.S.	
Hancock (evening)	September 6	Carthage Masonic Temple	Olen L. Smith
	February 11	Carthage College Music Hall	
Hardin	No Report		Raymond W. Foster
Henderson	February 11	Media	Leman A. Dennison
Henry	October 19	Kewanee H.S.	Arthur L. White
	March 8	Kewanee H.S.	
Iroquois	September 14	Watseka H.S.	Brooks Courtright
	March 4	Watseka Theatre	
Jackson	October 25	Murphysboro H.S.	Monroe Deming
Jasper	September 24	Newton Grade School	Harold G. Leffler
	February 22	Newton H.S.	
Jefferson	October 11	Mt. Vernon H.S.	Ogie Ellis

COUNTY	DATE	PLACE	COUNTY SUPERINTENDENT
Jersey-Calhoun	September 14	Jerseyville H.S.	O. A. Wilson, Jr.
Jo Daviess	October 8	Warren H.S.	Harold Taft
Johnson	October 25	Vienna H.S.	Glenn Jones
	April 15	Vienna H.S.	
Kane	February 1	Aurora East H.S.	R. B. Mades
Kankakee	September 28	Kankakee/Bradley	Ruel Hall
	March 11	Kankakee Sr. H.S.	
Kendall	No Report		Irving A. Shears
Knox	October 11	Galesburg, Churchill Jr. H.S.	R. D. Peck
	February 11	Galesburg, Churchill Jr. H.S.	
Lake	October 19	Waukegan H.S. (W. Campus)	W. C. Petty
	March 8	Waukegan H.S. (W. Campus)	
LaSalle	February 1	Ottawa H.S.	Ray C. Hawley
Crawford-Lawrence	February 15	Lawrenceville H.S.	Errett Warner
Lee	February 15	Dixon H.S.	John A. Torrens
Livingston	March 4	Pontiac, Central School	Mrs. Lucile Goodrich
Logan	October 5	Lincoln H.S.	Donald W. Splain
	March 15	Lincoln H.S.	
Macon	October 18	Decatur	William R. Woodward
	March 8	Maroa	
Macoupin	October 18	Carlinville, New H.S.	Mike Makuh
	March 22	None designated	
Madison	March 29	Alton Sr. H.S.	Wilbur R. L. Trimpe
		Collinsville, Webster Jr. H.S.	
Marion	February 8	Centralia H.S.	Paul B. Chance
Marshall-Putnam	September 28	Henry H.S.	C. W. Swanson
Mason-Menard	October 15	Petersburg H.S.	Miss Carol M. Kreiling
Mason	March 1	Havana H.S.	
Massac	November 21	Metropolis H.S.	J. Clinton Taylor
	March 8	Metropolis H.S.	
McDonough	September 28	Macomb, Univ. Fine Arts & Library Bldg.	C. F. Underwood
	February 11	Macomb, Edison Jr. H.S.	
McHenry	March 8	Woodstock H.S.	R. L. Tazewell
McLean	October 8	Normal Univ.	Ralph Arends
	March 4	Bloomington H.S.	
Menard-Mason	October 15	Petersburg H.S.	Miss Pauline Meyer
Menard	March 1	Petersburg H.S.	
Mercer	February 22	Aledo H.S.	E. A. Johnson
Monroe-Randolph	October 11	Waterloo H.S.	Norman W. Beck
Monroe	March 1	Columbia H.S.	
Montgomery	October 18	Hillsboro H.S.	Fred W. Ewald
Morgan	October 18	Jacksonville, Bus. Ed. Bldg.	Wilfrid E. Rice
Moultrie	October 11	Sullivan H.S.	Charles S. Davis
	April 11	Sullivan H.S.	
Ogle	February 11	Oregon H.S.	W. L. Pickering
Peoria	November 21	Peoria, Bradley Fieldhouse	A. G. Adamson
Perry	October 5	Pinckneyville H.S.	Philip A. Provart
	March 29	Pinckneyville H.S.	
Piatt	March 4	Bement Grade School	Raymond A. Quinlan
Pike	October 11	Pittsfield H.S.	Eldon R. Atwood
	April 5	Pleasant Hill H.S.	
Pope (Tri-County)	October 25	Ridgeway H.S.	Howard Wright
Pope	March 22	Golconda Grade School	
Pulaski	October 25	Mounds, Thistlewood School	D. H. Ferguson
	April 11	Mounds, Thistlewood School	
Putnam-Marshall	September 28	Henry H.S.	Wm. H. Glover
Putnam-Bureau	February 8	Princeton H.S.	
Randolph-Monroe	October 11	Waterloo, H.S.	Ned F. Carlton
Randolph	March 1	None designated	
Richland	September 24	Olney H.S.	Loren W. Cammon
	February 25	Olney H.S.	
Rock Island	April 5	Rock Island Sr. H.S.	E. S. Metcalf

COUNTY	DATE	PLACE	COUNTY SUPERINTENDENT
St. Clair	October 11	E. St. Louis Ainad Temple	Clarence D. Blair
	March 22	E. St. Louis Ainad Temple	
Saline	October 25	Harrisburg Jr. H.S.	C. R. Gardner
	February 22	Harrisburg Jr. H.S.	
Sangamon	October 12	Springfield H.S.	L. W. Hinton
	March 29	Springfield Jr. High Schools (Edison, Grant, Jefferson, Washington)	
Schuyler	January 25	Macomb, Univ. Science Bldg.	James H. Bartlow
Scott	No Report		Henry B. Corrie
Shelby	October 11	Shelbyville H.S.	Ralph Cox
	February 11	Shelbyville H.S.	
Stark	March 22	Wyoming H.S.	W. S. Perrin
Stephenson	February 11	Freeport Jr. H.S.	Lyall W. Taubert
Tazewell	March 29	Pekin H.S.	L. L. Atteberry
Union	October 5	Anna H.S.	George H. Otrich
	April 11	Wolf Lake H.S.	
Vermilion	March 9	Danville H.S.	R. H. Elliott
Wabash	October 11	Mt. Carmel	Vilas Wood
	April 11	Mt. Carmel	
Warren	January 25	Macomb, Univ. Library Bldg.	Verne C. Conway
Washington	October 19	Nashville H.S.	Kenneth Frieman
	March 1	Nashville, H.S.	
Wayne	No Report		Harry N. Irwin
White	October 11	Carmi H.S.	Richard Travis
	February 11	Carmi H.S.	
Whiteside	October 1	Morrison H.S.	Loren S. Young
	February 11	Erie H.S.	
Will	September 24	Joliet H.S.	Verne E. Crackel
	October 22	Joliet H.S.	
	April 1	Troy Grade School	
Williamson	December 7	Herrin H.S.	Leslie Stilley
Winnebago	March 15	Rockford H.S. (East and West)	A. Raymond Drolsum
Woodford	No Report		Dale Moore

THE DATES AND PLACES of the Division Meetings of the Illinois Educational Association for 1962-63 are listed below:

DIVISION	PLACE	DATE
Blackhawk	Rock Island, Sr. H.S.	Oct. 12
Calumet Valley	Dolton, H.S.	Oct. 25
Central	Bloomington, Consistory Bldg.	Oct. 8
Chicago	No report.	
DuPage Valley	Wheaton, College Gym	Oct. 15, P.M.
East Central	Danville, H.S.	Oct. 12
East Central	Kankakee, Sr. H.S.	Oct. 12
East Central	Urbana, U. of I. Aud.	Oct. 12
Eastern	Charleston, Lantz Gym	Oct. 12
Illinois Valley	LaSalle, H.S.	Oct. 26
Kaskaskia Valley	E. St. Louis, Ainad Temple	Oct. 12
Lake Shore		Oct. 22
Marquette	Alton, W. Jr. H.S.	Oct. 12
Mississippi Valley	Quincy, Sr. H.S.	Oct. 12
Northeastern	Aurora, East H.S.	Oct. 22
North Lakes	Waukegan, W. Campus H.S.	Oct. 19
Northwestern	Rockford, Coronado Theatre	Oct. 19
Peoria	Peoria, Bradley Fieldhouse	Oct. 1
Rock River	Dixon, H.S.	Oct. 26
South Central	Springfield, Armory	Oct. 19
Southeastern	Olney, H.S.	Oct. 12
Southern	Carbondale, Shryock Aud.	Oct. 26
Western	Galesburg, Sr. H.S.	Oct. 12

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